Saket Sharma

EMRS TGT LIBRARIAN 2025

Topic Covered
Part 1 - NEP 2020

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Note:
This book is especially designed to assist candidates preparing for **EMRS TGT Librarian 2025 Exams** and other competitive examinations where knowledge of the *National Education Policy 2020* is relevant.

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Author & Designer: Saket Sharma

Website: www.saketsharma.com
Telegram Channel: https://t.me/UGCNETJRF2024JUNE
LinkedIn: https://www.linkedin.com/in/saket-sharma-3362b7b5/
WhatsApp Channel: https://whatsapp.com/channel/0029Vatnly48KMqf9x3wbp04
MCQ Portal (Practice Questions): https://www.saketsharma.com/meg-portal

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Syllabus – Tier-I (TGTs- Librarian 2025)

Part	Section	Topics Covered
Part-I	General Awareness	General Knowledge and Current Affairs
Part-II	Reasoning Ability	Puzzles & Seating Arrangement, Data Sufficiency, Statement-based Questions (Verbal Reasoning), Inequality, Blood Relations, Sequences & Series, Direction Test, Assertion & Reason, Venn Diagrams
Part-III	Knowledge of ICT	Fundamentals of Computer System, Basics of Operating System, MS Office, Keyboard Shortcuts and Their Uses, Important Computer Terms and Abbreviations, Computer Networks, Cyber Security, Internet
Part-IV	Teaching Aptitude	Nature, Characteristics, Objectives and Basic Requirements of Teaching; Learner's Characteristics; Factors Affecting Teaching; Methods of Teaching; Teaching Aids; Evaluation Systems
Part-V (a & b)	Domain Knowledge	(a) Experiential Activity-Based Pedagogy and Case Study-Based Questions (b) National Education Policy (NEP) – 2020
Part-VI (a)	Language Competency – General English	Verb, Tenses, Voice, Subject-Verb Agreement, Articles, Comprehension, Fill in the Blanks, Adverb, Error Correction, Sentence Rearrangement, Unseen Passages, Vocabulary, Antonyms/Synonyms, Grammar, Idioms & Phrases
Part-VI (b)	Language Competency – General Hindi	संधि, समास, विलोम शब्द, पर्यायवाची शब्द, सामान्य अशुद्धियाँ, वाक्यांशों के लिए एक शब्द, मुहावरे-लोकोक्तियाँ, अपठित गद्यांश आधारित प्रश्न
Part-VI (c)	Language Competency – Regional Language (As opted by the candidate)	Same pattern as English/Hindi (Verb, Tenses, Voice, Subject-Verb Agreement, Articles, Comprehension, Fill in the Blanks, Adverb, Error Correction, Sentence Rearrangement, Unseen Passages, Vocabulary, Antonyms/Synonyms, Grammar, Idioms & Phrases) in the following: 1. Assamese 2. Bengali 3. Bodo 4. Dogri 5. English 6. Garo 7. Gujarati 8. Hindi 9. Kannada 10. Kashmiri 11. Khasi 12. Malayalam 13. Manipuri 14. Marathi 15. Mizo 16. Nepali 17. Odiya 18. Santhali 19. Telugu 20. Urdu

Contents

Introduction 4
Structure of NEP 2020 4
Introduction of NEP 2020 4
Chapter 1 NEP 2020 (Vision, Structure & ECCE) 6
Chapter 2: Foundational Literacy & Numeracy 7
Chapter 3: Curtailing Dropout Rates & Universal Access 9
Chapter 4: Curriculum and Pedagogy in Schools 12
Chapter 5: Teachers 22
Chapter 7: Efficient Resourcing and Effective Governance through School Complexes/Clusters 31
Chapter 8: Standard-setting and Accreditation 34
Part 2: Higher Education 36
Chapter 9: Quality Universities and Colleges 36
Chapter 10: Institutional Restructuring and Consolidation 39
Chapter 11: Towards a More Holistic and Multidisciplinary Education 41
Chapter 12: Optimal Learning Environments and Support for Students 44
Chapter 13: Motivated, Energized, and Capable Faculty 46
Chapter 14: Equity and Inclusion in Higher Education 49
Chapter 15: Teacher Education 51
Chapter 16: Reimagining Vocational Education 53
Chapter 17: Catalysing Quality Academic Research 56
Chapter 18: Transforming the Regulatory System of Higher Education 58
Chapter 19: Effective Governance and Leadership for HEIs 60
Part III. Other key areas of focus 63
Chapter 20: Professional Education 63
Chapter 21: Adult Education and Lifelong Learning 65
Chapter 22: Promotion of Indian Languages, Arts, and Culture 68
Chapter 23: Technology Use and Integration 70
Chapter 24: Online and Digital Education 73
Part IV. Making it happen 75
Chapter 25: Strengthening CABE 75
Chapter 26: Financing 77
Chapter 27: Implementation 79
National Education Policy 2020: 400 Multiple Choice Questions 81
Important Full Forms 158

Introduction

Structure of NEP 2020

Part I: School Education ***(8 Chapters)***

- Early Childhood Care and Education: The Foundation of Learning – 7
- Foundational Literacy and Numeracy: An Urgent & Necessary Prerequisite to Learning – 8
- Curtailing Dropout Rates and Ensuring Universal Access to Education at All Levels – 10
- Curriculum and Pedagogy in Schools: Learning Should be Holistic, Integrated, Enjoyable and Engaging – 11
- Teachers – 20
- Equitable and Inclusive Education: Learning for All – 24
- Efficient Resourcing and Effective Governance through School Complexes/Clusters – 28
- Standard-setting and Accreditation for School Education – 30

Part II: Higher Education ***(11 Chapters)***

- Quality Universities and Colleges: A New and Forward-looking Vision for India's Higher Education System – 33
- Institutional Restructuring and Consolidation – 34
- Towards a More Holistic and Multidisciplinary Education – 36
- Optimal Learning Environments and Support for Students – 38
- Motivated, Energized and Capable Faculty – 40
- Equity and Inclusion in Higher Education – 41
- Teacher Education – 42
- Re-imagining Vocational Education – 43
- Catalyzing Quality Academic Research in all Fields through a New National Research Foundation – 45
- Transforming the Regulatory System of Higher Education – 46
- Effective Governance and Leadership for Higher Education Institutions – 49

Part III: Other Key Areas of Focus ***(5 Chapters)***

- Professional Education – 50
- Adult Education and Lifelong Learning – 51
- Promotion of Indian Languages, Arts and Culture – 53
- Technology Use and Integration – 56
- Online and Digital Education: Ensuring Equitable Use of Technology – 58

Part IV: Making it Happen ***(3 Chapters)***

- Strengthening the Central Advisory Board of Education – 60
- Financing: Affordable and Quality Education for All – 60
- Implementation – 61

Introduction of NEP 2020

1. Vision and Purpose of Education
   - Education is vital for human potential, social justice, national development, and global leadership.
   - India's young population must be provided universal high-quality education to shape the country's future.
   - Education must prepare learners to be ethical, rational, compassionate, creative, and employable.
2. Global Context
   - SDG-4 (2030 Agenda for Sustainable Development): Ensure *inclusive, equitable, quality education and lifelong learning* by 2030.

- NEP aligns India's education reforms with global goals.

3. Changing Knowledge Landscape
   - Technological advances: Big data, AI, machine learning → demand for high-level skills.
   - Environmental challenges: Climate change, pollution, natural resource depletion → need for expertise in sciences and sustainability.
   - Public health issues: Epidemics and pandemics demand multidisciplinary research and collaboration.
   - Growing importance of arts & humanities along with sciences for holistic national progress.
4. Shift in Learning Approach
   - Move from rote learning → critical thinking, creativity, problem-solving, adaptability.
   - Pedagogy: Experiential, holistic, inquiry-driven, learner-centred, flexible, and enjoyable.
   - Curriculum: Balanced inclusion of arts, crafts, humanities, sports, languages, culture, values, science, and mathematics.
5. Aspirations and Long-Term Goals
   - By 2040, India should have an education system second to none, providing equitable access to world-class education for all.
   - NEP 2020 is the first education policy of the 21st century, aligned with SDG-4 and India's traditions.
6. Indian Knowledge Systems (IKS) and Heritage
   - Inspired by India's rich heritage of knowledge, philosophy, and world-class ancient institutions (e.g., Nalanda, Takshashila).
   - Recognizes contributions of Indian scholars in mathematics, astronomy, medicine, philosophy, arts, and more.
   - Education should integrate and modernize these legacies while nurturing national pride.
7. Central Role of Teachers
   - Teachers are at the core of educational reforms.
   - Policy aims to restore teachers' status and dignity, attract the best talent, ensure autonomy, accountability, and continuous professional development.
8. Equity and Inclusion
   - Special focus on marginalized and disadvantaged groups.
   - Education is a great leveler for achieving economic and social mobility.
   - Must ensure universal access, participation, and targeted support for underrepresented groups.
9. Previous Policy Linkages
   - Builds on unfinished goals of NPE 1986/92.
   - Incorporates developments like the RTE Act 2009 for universal elementary education.
10. Fundamental Principles of NEP 2020
    - Recognizing unique capabilities of each student.
    - Achieving Foundational Literacy and Numeracy (FLN) by Grade 3.
    - Flexibility in learning paths and choices.
    - No hard separations among academic, vocational, curricular, or extracurricular streams.
    - Multidisciplinarity & holistic education across sciences, social sciences, arts, humanities, and sports.
    - Emphasis on conceptual understanding over rote memorization.
    - Creativity, critical thinking, ethics, and constitutional values.
    - Multilingualism and promotion of Indian languages.
    - Life skills (communication, teamwork, resilience).
    - Formative assessment over high-stakes exams.
    - Extensive use of technology for access, equity, and inclusion.
    - Equity and inclusion as the cornerstone of decision-making.
    - Teachers as the heart of the learning process.

- Light but tight regulation ensuring integrity with innovation.
- Strong focus on research, continuous review, and evidence-based reforms.
- Rootedness in Indian culture and traditions.
- Education as a public service; strong investment in public education with scope for genuine philanthropy.

Chapter 1 NEP 2020 (Vision, Structure & ECCE)

11. Vision of the Policy
    - Rooted in Indian ethos to transform India into an equitable, vibrant knowledge society.
    - Goal: Make India a global knowledge superpower.
    - Curriculum and pedagogy must instill:
        - Respect for Fundamental Duties & Constitutional values.
        - National pride, unity, and responsibility in a changing world.
    - Learners must develop:
        - Knowledge, skills, values, and dispositions for human rights, sustainable development, and global well-being.
    - Aim: Cultivate global citizens with Indian values.
12. Structural Reform in School Education
    - Old 10+2 system → replaced by 5+3+3+4 design (ages 3–18).
    - Stages of New Structure:
        - *Foundational Stage (5 yrs):* 3 yrs Anganwadi/pre-school + Grades 1–2 (ages 3–8).
        - *Preparatory Stage (3 yrs):* Grades 3–5 (ages 8–11).
        - *Middle Stage (3 yrs):* Grades 6–8 (ages 11–14).
        - *Secondary Stage (4 yrs):* Grades 9–12 (ages 14–18).
    - Key addition: ECCE (ages 3–6) included for the first time.
13. ECCE — Importance
    - 85% of brain development occurs before age 6 → critical stage for stimulation and learning.
    - Millions of disadvantaged children currently lack access to quality ECCE.
    - Target: Universal ECCE access by 2030 for school readiness.
14. ECCE — Pedagogy and Learning Approach
    - ECCE should be: flexible, multi-level, play-based, activity-based, inquiry-driven.
    - Includes: alphabets, numbers, shapes, puzzles, problem-solving, painting, music, drama, and play.
    - Focus areas:
        - Physical & motor development.
        - Cognitive growth.
        - Socio-emotional & ethical development.
        - Cultural/artistic expression.
        - Early literacy and numeracy.
15. ECCE — National Framework
    - NCPFECCE (National Curricular & Pedagogical Framework for ECCE) by NCERT.
        - Two parts: *0–3 years* and *3–8 years*.
        - Incorporates India's local traditions (stories, songs, poetry, games).
    - Serves as a guide for parents and ECCE institutions.
16. ECCE — Implementation Strategy
    - Delivered through:
        1. Stand-alone Anganwadis.
        2. Anganwadis co-located with primary schools.
        3. Pre-primary sections (5–6 yrs) in primary schools.

4. Stand-alone pre-schools.
- Upgradation of Anganwadis:
  - Child-friendly infrastructure, play equipment, safe environment.
  - Transition support: joint programmes with nearby primary schools.
- ECCE to be introduced in Ashramshalas and alternative schooling systems.

17. ECCE — Preparatory Class (Balavatika)
- For children before Class 1 (age 5).
- Play-based learning with focus on literacy, numeracy, and socio-emotional growth.
- Mid-day meal scheme extended to Preparatory Class.
- Health check-ups and monitoring for Anganwadi & school-based ECCE learners.

18. ECCE — Teacher Training
- Capacity building of Anganwadi workers/teachers:
  - 10+2 qualification → 6-month ECCE certificate.
  - Below 10+2 → 1-year ECCE diploma.
- Training via digital & distance modes (TV, smartphones, DTH).
- Mentoring by Cluster Resource Centres with monthly contact classes.
- Long-term: Develop a professional cadre of ECCE educators with Continuous Professional Development (CPD).

19. ECCE — Governance
- ECCE curriculum and pedagogy under Ministry of Education (MoE).
- Joint planning and implementation by:
  - MoE (HRD), WCD, HFW, and Tribal Affairs.
- Establishment of a Joint Task Force for smooth integration of ECCE with school education.

Chapter 2: Foundational Literacy & Numeracy

20. Importance of FLN
- Reading, writing, and basic numeracy are the foundation for all future learning.
- India faces a learning crisis: over 5 crore elementary students lack FLN.

21. National Mission on FLN
- Urgent national mission to ensure every child achieves FLN by Grade 3.
- Target: Universal FLN in primary schools by 2025.
- A National Mission on FLN will be set up by MoE (MHRD).
- States/UTs must prepare implementation plans with stage-wise goals and progress tracking.

22. Teacher Recruitment & Ratios
- Vacant teacher posts to be filled urgently, especially in disadvantaged areas.
- PTR standards:
  - General → <30:1.
  - Disadvantaged areas → <25:1.
- Preference for local teachers familiar with local languages.
- Teachers will get continuous training and CPD for FLN delivery.

23. Curriculum Focus on FLN
- Increased focus on reading, writing, speaking, arithmetic, and mathematical thinking.
- Formative/adaptive assessments to track and personalize learning.
- Daily hours and regular events dedicated to FLN.
- Teacher education and early grade curriculum redesigned for FLN priority.

24. School Readiness Programme
- Many children fall behind from Grade 1 due to lack of ECCE.
- A 3-month play-based ‘school preparation module’ will be introduced for Grade 1.

- Covers alphabets, words, sounds, numbers, colours, and shapes.
- Developed by NCERT & SCERTs with parental and peer involvement.

25. Digital Resources & Technology
    - DIKSHA platform will host national repository of FLN resources.
    - Technology interventions to support teachers and bridge language barriers.
26. Peer Tutoring & Volunteers
    - Peer tutoring encouraged as a voluntary, supervised activity.
    - Community members and volunteers will be involved in teaching.
    - States may adopt innovative tutoring and volunteer models.
27. Libraries & Reading Culture
    - Develop enjoyable, inspirational books in all Indian languages.
    - Expand public and school libraries; set up digital libraries.
    - Introduce a National Book Promotion Policy.
    - School libraries in rural areas to serve as community libraries after hours.
28. Health, Nutrition & Well-being
    - Learning outcomes linked to nutrition and health.
    - Measures:
        - Breakfast + Midday meals (or healthy alternatives like chana, jaggery, fruits).
        - Regular health check-ups and health cards for students.
        - Inclusion of social workers and counsellors in schools.
    - Morning hours after breakfast to be used for cognitively demanding subjects.

Practice MCQs (Chapter 2: FLN)

Q1. What is considered the indispensable foundation for future schooling according to NEP 2020?
a) Science and Technology
b) Reading, Writing, Numeracy
c) Sports and Arts
d) Digital Literacy
Answer: b) Reading, Writing, Numeracy

Q2. Approximately how many students in India currently lack foundational literacy and numeracy?
a) 2 crore
b) 3 crore
c) 5 crore
d) 7 crore
Answer: c) 5 crore

Q3. By which year does NEP 2020 aim to achieve universal foundational literacy and numeracy in primary schools?
a) 2023
b) 2025
c) 2028
d) 2030
Answer: b) 2025

Q4. Which ministry is responsible for setting up the National Mission on FLN?
a) Ministry of Finance
b) Ministry of Education (MHRD)
c) Ministry of WCD

d) Ministry of Skill Development
Answer: b) Ministry of Education (MHRD)
Q5. What is the prescribed Pupil-Teacher Ratio (PTR) for disadvantaged areas under NEP 2020?
a) 40:1
b) 35:1
c) 30:1
d) 25:1
Answer: d) 25:1
Q6. What is the duration of the play-based 'school preparation module' for Grade 1 entrants?
a) 1 month
b) 2 months
c) 3 months
d) 6 months
Answer: c) 3 months
Q7. Which platform will host a national repository of high-quality resources on FLN?
a) SWAYAM
b) DIKSHA
c) NPTEL
d) e-Pathshala
Answer: b) DIKSHA
Q8. Peer tutoring in schools under FLN is encouraged as:
a) A compulsory activity
b) A voluntary and supervised activity
c) A professional paid service
d) A replacement for teacher-led classes
Answer: b) A voluntary and supervised activity
Q9. Which policy will be formulated to promote availability and readership of books across India?
a) National Library Policy
b) National Book Promotion Policy
c) National Literacy Mission Policy
d) National Digital Access Policy
Answer: b) National Book Promotion Policy
Q10. To improve learning outcomes, NEP 2020 proposes providing which additional nutritional support besides midday meals?
a) Evening snacks
b) Packed lunch
c) Breakfast
d) Vitamin supplements only
Answer: c) Breakfast

Chapter 3: Curtailing Dropout Rates & Universal Access

29. Dropout Challenge

- Despite near-universal enrolment at elementary level (Grades 1–5), dropouts increase in later years.
- Gross Enrolment Ratio (GER):
  - Grades 6–8 → 90.9%
  - Grades 9–10 → 79.3%
  - Grades 11–12 → 56.5%
- Out-of-school children (ages 6–17): 3.22 crore (NSSO 2017–18).

- Goal: Achieve 100% GER from preschool to secondary level by 2030.

30. Two-pronged Strategy
    1. Provide infrastructure and resources to retain all students.
    2. Ensure tracking and re-entry for students who drop out.
31. Infrastructure & Access Measures
    - Strengthen Government schools through:
        - Upgradation of existing schools.
        - Building new schools where none exist.
        - Safe transport and hostels (especially for girls).
    - Alternative and innovative centres for children of migrant labourers and out-of-school groups in partnership with civil society.
32. Tracking & Participation
    - Students to be tracked for enrolment and learning levels.
    - Counsellors, social workers, and teachers to engage with students, parents, and communities.
    - Social workers from civil society and government departments (Social Justice, Disability Empowerment) may be connected with schools.
33. Quality & Retention
    - Retention depends on quality and relevance of education.
    - Measures:
        - Deploy teachers who know local language in high-dropout areas.
        - Make curriculum engaging, relevant, and useful.
34. Multiple Pathways to Learning
    - Formal and non-formal modes will be used.
    - NIOS & State Open Schools will expand offerings:
        - A, B, C levels (equivalent to Grades 3, 5, 8).
        - Secondary (Grade 10) & Senior Secondary (Grade 12).
        - Vocational courses.
        - Adult literacy and life-enrichment programmes.
    - States encouraged to develop these in regional languages via SIOS.
35. Flexible School Regulations
    - School requirements made less restrictive to promote diversity.
    - Greater emphasis on learning outcomes (outputs), not rigid inputs.
    - Public-philanthropic partnership models of schools to be piloted.
36. Community & Alumni Involvement
    - Community members, alumni, and senior citizens encouraged to volunteer.
    - Support activities: tutoring, literacy sessions, extra-help classes, career guidance, teacher support.
    - Databases of volunteers, retired professionals, and alumni to be created.

Practice MCQs (Chapter 3: Curtailing Dropout Rates & Universal Access)

Q1. What was the GER for Grades 11–12 according to NSSO 2017–18?

a) 90.9%

b) 79.3%

c) 56.5%

d) 62%

Answer: c) 56.5%

Q2. How many children aged 6–17 were out of school in 2017–18?

a) 2.5 crore

b) 3.22 crore
c) 4.5 crore
d) 5 crore
Answer: b) 3.22 crore
Q3. By which year does NEP 2020 target achieving 100% GER from preschool to secondary education?
a) 2025
b) 2028
c) 2030
d) 2035
Answer: c) 2030
Q4. Which programme succeeded Sarva Shiksha Abhiyan?
a) RMSA
b) Samagra Shiksha
c) Shiksha Abhiyaan 2.0
d) NIOS Reform Plan
Answer: b) Samagra Shiksha
Q5. What is one key infrastructure measure proposed to improve school access for girls?
a) Free bicycles
b) Safe transport and hostels
c) Mobile classrooms
d) Midday meals
Answer: b) Safe transport and hostels
Q6. Which institutions will expand A, B, C levels (Grades 3, 5, 8 equivalents)?
a) NCERT
b) SCERT
c) NIOS & State Open Schools
d) Kendriya Vidyalayas
Answer: c) NIOS & State Open Schools
Q7. Which type of schools will States be encouraged to develop using regional languages?
a) CBSE schools
b) SIOS (State Institutes of Open Schooling)
c) Private unaided schools
d) International schools
Answer: b) SIOS (State Institutes of Open Schooling)
Q8. What is the key shift in regulations for schools under NEP 2020?
a) Strict uniform syllabus
b) More emphasis on inputs
c) More emphasis on outputs (learning outcomes)
d) Complete privatization
Answer: c) More emphasis on outputs (learning outcomes)
Q9. Which groups are especially encouraged to volunteer in schools to support learning?
a) Parents only
b) Alumni, senior citizens, retired professionals
c) NGOs only
d) Private school teachers only
Answer: b) Alumni, senior citizens, retired professionals

Q10. Which factor is seen as critical for student retention, especially for girls and disadvantaged groups?
a) Free uniforms
b) Quality and relevance of education
c) Extra playground facilities
d) Reduced syllabus
Answer: b) Quality and relevance of education

Chapter 4: Curriculum and Pedagogy in Schools

37. New 5+3+3+4 Structure
    - Curriculum and pedagogy redesigned to meet developmental needs of learners.
    - Stages:
        - Foundational Stage → Ages 3–8 (3 yrs Anganwadi + Grades 1–2).
        - Preparatory Stage → Ages 8–11 (Grades 3–5).
        - Middle Stage → Ages 11–14 (Grades 6–8).
        - Secondary Stage → Ages 14–18 (Grades 9–12, two phases: 9–10 & 11–12).
38. Foundational Stage
    - Five years of flexible, multi-level, play/activity-based learning.
    - Builds on ECCE pedagogy (as described in Chapter 1).
39. Preparatory Stage
    - Three years (Grades 3–5).
    - Combines play, discovery, and activity-based learning with light textbooks and interactive classroom learning.
    - Subjects: reading, writing, speaking, languages, science, mathematics, physical education, art.
40. Middle Stage
    - Three years (Grades 6–8).
    - Subject teachers introduced for abstract concepts in sciences, mathematics, arts, social sciences, and humanities.
    - Experiential learning and cross-subject connections emphasized.
41. Secondary Stage
    - Four years (Grades 9–12).
    - Multidisciplinary study, deeper critical thinking, student flexibility, and subject choice.
    - Students may exit after Grade 10 and re-enter at Grade 11–12, including vocational or specialized courses.
42. Developmental Alignment
    - The 5+3+3+4 stages are curricular/pedagogical, not physical infrastructure changes.
    - Designed to align learning with cognitive development of children.
43. Holistic Development of Learners
    - Shift away from rote learning → focus on real understanding and “learning to learn”.
    - Goals: cognitive development, character-building, and 21st-century skills.
    - NCERT to identify skills and values for integration across stages.
44. Reduced Curriculum Content
    - Content reduced to core essentials → space for critical thinking.
    - Focus on key concepts, ideas, applications, and problem-solving.
    - Classrooms to be interactive, engaging, and exploratory.
45. Experiential Learning
    - Standard pedagogy across all stages:
        - Hands-on activities.
        - Arts-integrated education.

    - Sports-integrated learning.
    - Storytelling-based pedagogy.
- Transition to competency-based learning.
- Assessments aligned with learning outcomes and competencies.

46. Art-Integrated Education
- Art used as a cross-curricular approach.
- Makes classrooms joyful while integrating Indian ethos, art, and culture.
- Strengthens link between education and culture.

47. Sports-Integrated Education
- Sports/physical activity as part of pedagogy.
- Builds teamwork, self-discipline, citizenship, responsibility, and collaboration.
- Supports Fit India Movement and fosters lifelong fitness and psychological well-being.

Practice MCQs (Chapter 4: Curriculum & Pedagogy)

Q1. The new 5+3+3+4 structure covers learners from which age range?
a) 3–16 years
b) 5–18 years
c) 3–18 years
d) 6–18 years
Answer: c) 3–18 years

Q2. Which stage involves play-based, activity-based pedagogy similar to ECCE?
a) Preparatory Stage
b) Middle Stage
c) Foundational Stage
d) Secondary Stage
Answer: c) Foundational Stage

Q3. At which stage are subject teachers first introduced?
a) Foundational Stage
b) Preparatory Stage
c) Middle Stage
d) Secondary Stage
Answer: c) Middle Stage

Q4. The Secondary Stage allows students to exit after which grade and re-enter later?
a) Grade 8
b) Grade 9
c) Grade 10
d) Grade 11
Answer: c) Grade 10

Q5. What is the key thrust of curriculum reform in NEP 2020?
a) More syllabus content
b) Real understanding and learning how to learn
c) Strict exams
d) Foreign curriculum adoption
Answer: b) Real understanding and learning how to learn

Q6. Who will identify required skill sets and values for integration into curricula?
a) UGC
b) NCTE

c) NCERT
d) NIOS
Answer: c) NCERT
Q7. Curriculum content will be reduced to focus on:
a) Memorization and repetition
b) Core essentials, key concepts, and problem-solving
c) Extensive detailed facts
d) Only vocational skills
Answer: b) Core essentials, key concepts, and problem-solving
Q8. Which pedagogical method integrates Indian art and culture into learning?
a) Experiential learning
b) Art-integrated education
c) Competency-based learning
d) Storytelling pedagogy
Answer: b) Art-integrated education
Q9. Sports-integrated learning emphasizes:
a) Only physical fitness
b) Academic achievement
c) Teamwork, discipline, responsibility, and citizenship
d) Competitive sports only
Answer: c) Teamwork, discipline, responsibility, and citizenship
Q10. Sports integration in NEP 2020 is linked with which national initiative?
a) Make in India
b) Skill India
c) Fit India Movement
d) Digital India
Answer: c) Fit India Movement

48. Holistic Development of Learners
- Shift away from rote → focus on real understanding and learning how to learn.
- Education to include cognitive, character, and 21st-century skills.
- NCERT will design frameworks to integrate skills and values at every stage.

49. Reduced Curriculum Content
- Curriculum reduced to core essentials → more time for critical thinking, inquiry, discovery, and analysis-based learning.
- Teaching methods to be interactive, fun, and exploratory.

50. Experiential Learning
- Hands-on learning, arts integration, sports integration, storytelling pedagogy.
- Competency-based learning emphasized.
- Assessments aligned with learning outcomes (assessment *as, of, for* learning).

51. Art-Integrated Education
- Cross-curricular pedagogy using art and culture for conceptual learning.
- Promotes joyful classrooms and strengthens the link between education and culture.

52. Sports-Integrated Education
- Uses sports/physical activity (including indigenous games) to develop:
    - Collaboration, self-initiative, discipline, teamwork, responsibility, citizenship.
- Supports Fit India Movement, enhancing both physical and cognitive abilities.

53. Flexibility in Course Choices
    - Students get greater choice of subjects, including arts, crafts, vocational skills, physical education.
    - No hard separation between curricular, extracurricular, vocational, or academic streams.
    - Secondary education will focus on holistic development + student choice.
54. Modular & Semester System
    - Schools may adopt shorter modules or semester systems for wider exposure.
    - Encourages interdisciplinary and flexible learning across arts, sciences, languages, sports, and vocational areas.
55. Multilingualism and Language of Instruction
    - Home/mother tongue/local language preferred as medium of instruction at least till Grade 5, preferably till Grade 8 and beyond.
    - Teachers encouraged to use bilingual approaches to bridge gaps.
    - High-quality textbooks in regional languages to be developed.
56. Early Language Exposure
    - Children (ages 2–8) are highly receptive → multiple languages introduced early.
    - Language teaching to be interactive and enjoyable.
    - Massive recruitment and training of language teachers across India.
57. Three-Language Formula (Revised)
    - Continues, but with flexibility → no language imposed.
    - At least two of three languages must be Indian.
    - Students can change languages in Grades 6–7 if they achieve basic proficiency in three languages by end of secondary.
58. Bilingual Textbooks
    - Bilingual materials for science and mathematics to encourage dual-language proficiency.
59. Awareness of Indian Languages
    - All students (Grades 6–8) to do a fun "Languages of India" project under *Ek Bharat Shreshtha Bharat*.
    - Covers alphabets, grammar, origins, geography, and literature of Indian languages.
    - Aims to foster unity, diversity, and cultural pride.
60. Sanskrit and Other Classical Languages
    - Sanskrit offered at all levels as an enriching option.
    - Taught experientially using Sanskrit Knowledge Systems (SKS).
    - Textbooks may use Simple Standard Sanskrit (SSS).
    - Other classical languages (Tamil, Telugu, Kannada, Malayalam, Odia, Pali, Persian, Prakrit) also promoted.
61. Two-Year Classical Language Option
    - Every student to have an option of at least 2 years of a classical Indian language in Grades 6–12.
    - May continue further through secondary education.
62. Foreign Languages
    - Secondary stage will offer global languages (Korean, Japanese, French, German, Spanish, Portuguese, Russian, etc.) for global knowledge and mobility.
63. Innovative Language Teaching
    - Language learning through gamification, storytelling, films, theatre, poetry, music.
    - Linked with real-life experiences for deeper engagement.
64. Indian Sign Language (ISL)
    - Standardization of ISL across India.
    - Development of National and State curriculum materials in ISL.

- Local sign languages to be respected and included where relevant.

Practice MCQs (Chapter 4 — Extended Content)

Q1. What is the main thrust of NEP 2020 in terms of curriculum reform?
a) Expanding curriculum content
b) Rote memorization focus
c) Reducing curriculum to core essentials for critical thinking
d) Removing vocational education
Answer: c) Reducing curriculum to core essentials for critical thinking

Q2. Which organization will identify skill sets and values for integration across curricula?
a) UGC
b) NCTE
c) NCERT
d) AICTE
Answer: c) NCERT

Q3. What does "experiential learning" include under NEP 2020?
a) Only classroom lectures
b) Hands-on, arts-integrated, sports-integrated, storytelling pedagogy
c) Strict textbook-based teaching
d) Only digital education
Answer: b) Hands-on, arts-integrated, sports-integrated, storytelling pedagogy

Q4. Sports-integrated education is linked with which national initiative?
a) Skill India Mission
b) Fit India Movement
c) Digital India Mission
d) Khelo India Youth Games
Answer: b) Fit India Movement

Q5. Under NEP 2020, which stage gives maximum subject flexibility and choice?
a) Foundational
b) Preparatory
c) Middle
d) Secondary
Answer: d) Secondary

Q6. What is the preferred medium of instruction till at least Grade 5?
a) English
b) Foreign language
c) Home language/mother tongue/local language
d) Hindi only
Answer: c) Home language/mother tongue/local language

Q7. The revised three-language formula requires at least how many Indian languages?
a) One
b) Two
c) Three
d) None
Answer: b) Two

Q8. What project will all students in Grades 6–8 participate in to promote linguistic unity?
a) National Reading Programme

b) Languages of India Project
c) Digital Literacy Campaign
d) Creative India Workshop
Answer: b) Languages of India Project
Q9. Which classical language will be offered at all levels as a major enriching option?
a) Latin
b) Greek
c) Sanskrit
d) Persian
Answer: c) Sanskrit
Q10. NEP 2020 mandates the standardization of which language for hearing-impaired students?
a) Braille
b) International Sign Language
c) Indian Sign Language (ISL)
d) Local tribal signs only
Answer: c) Indian Sign Language (ISL)

65. Curricular Integration — Core Skills & Capacities
- In addition to language proficiency, all students should learn: scientific temper, evidence-based thinking, creativity, aesthetics, oral & written communication, health & nutrition, physical education & fitness, collaboration & teamwork, problem solving & logical reasoning, vocational exposure, digital literacy, coding & computational thinking, ethical & moral reasoning, human & Constitutional values, gender sensitivity, Fundamental Duties, citizenship skills, knowledge of India, environmental awareness (water/resource conservation, sanitation), and awareness of local/state/national/global issues.

66. Contemporary & Emerging Subjects
- Introduce contemporary subjects (at relevant stages), e.g., Artificial Intelligence, Design Thinking, Holistic Health, Organic Living, Environmental Education, and Global Citizenship Education (GCED), to develop 21st-century competencies.

67. Emphasis on Mathematics & Computational Thinking
- Mathematics and mathematical thinking are prioritized for India's future in AI, ML, and data science.
- Mathematical thinking to be nurtured from the Foundational Stage using puzzles and games; coding activities introduced in the Middle Stage.

68. Vocational Exposure & Practice-based Curriculum
- Grades 6–8: every student takes a hands-on vocational survey course (carpentry, metal work, gardening, pottery, etc.) mapped to local skilling needs.
- NCERT will design a practice-based Grades 6–8 curriculum and mandate a 10-day bagless internship with local vocational experts.
- Similar internships and online vocational courses available through Grades 6–12; bagless days for enrichment activities encouraged.

69. Knowledge of India & Indian Knowledge Systems (IKS)
- "Knowledge of India" covers ancient contributions, tribal and indigenous knowledge, and India's contemporary challenges and aspirations.
- IKS integrated across subjects (mathematics, astronomy, medicine, agriculture, architecture, governance, etc.).
- Elective courses in IKS at the secondary level and experiential competitions and documentary resources to promote learning.

70. Ethical & Value Education
    - Students taught ethical decision-making from a young age; curriculum expands to address cheating, violence, plagiarism, tolerance, equality, empathy, etc.
    - Traditional Indian values and Constitutional values (seva, ahimsa, swachchhata, satya, nishkam karma, tolerance, pluralism, gender sensitivity, liberty, equality, fraternity, etc.) are to be inculcated.
    - Basic health education, first aid, disaster response, and the harms of substance abuse included.
71. Local Context & Rooted Curriculum
    - Curriculum and pedagogy redesigned to be strongly rooted in Indian and local contexts — culture, traditions, language, geography, and indigenous learning — to make education relatable and effective.
72. National Curriculum Framework for School Education (NCFSE 2020–21)
    - NCERT to prepare a new comprehensive NCFSE 2020–21, aligned with NEP principles and stakeholder consultations.
    - NCFSE to be updated periodically (every 5–10 years) and made available in regional languages.
73. National Textbooks with Local Flavor
    - Textbooks to contain essential national core material plus local/contextual supplementary material.
    - States/teachers may choose from a set of textbooks that meet national standards but allow local adaptation.
74. Affordable, Timely, & Accessible Textbooks
    - Quality textbooks to be provided at production cost to reduce burden on students.
    - NCERT and SCERTs to collaborate; textbook production may leverage public-philanthropic partnerships and crowd-sourcing.
    - Timely availability and downloadable/printable versions to be provided to conserve environment and reduce logistics.
75. Reduce Weight of Bags & Textbooks
    - NCERT, SCERTs, schools, and educators to redesign curriculum and materials to significantly reduce school-bag weight and textbook bulk.
76. Assessment Philosophy — From Rote to Learning-for-Development
    - Shift assessments from summative/rote to regular, formative, competency-based assessments that promote learning, higher-order skills, and conceptual clarity.
    - Assessment's primary purpose: support teacher and student learning and continuous improvement.
77. Holistic Progress Card
    - Progress cards redesigned as 360° multidimensional reports covering cognitive, affective, and psychomotor domains, including self- and peer-assessment, project work, portfolios, quizzes, role plays and teacher appraisal.
    - Progress cards to facilitate home–school linkage and guide individualized support. AI-based tools may assist in tracking student growth and career guidance.
78. Reforming Board & Entrance Exams
    - Board exams (Grades 10 & 12) to be reformed to reduce coaching culture: test core competencies, allow student choice of subjects, be made "easier" in the sense that regular school-going students can pass without excessive coaching.
    - Students allowed up to two attempts per year (one main, one improvement).
    - Possible models: modular/semester Board exams, multi-level subject exams (standard/higher), and objective + descriptive parts.
79. Implementation Timeline for Assessment Reform
    - NCERT (with SCERTs, Boards, proposed Assessment Centre) to prepare guidelines and prepare teachers for transformed assessment by 2022–23 academic session aligned with NCFSE 2020–21.

80. School Examinations in Grades 3, 5 & 8

- All students to take school exams in Grades 3, 5, and 8 to assess basic learning outcomes, core concepts, and higher-order skills.
- These exams are developmental, used for system improvement and anonymized public disclosure of school outcomes.

81. National Assessment Centre — PARAKH

- Establish PARAKH (Performance Assessment, Review & Analysis of Knowledge for Holistic Development) as a standard-setting body to: set norms/guidelines for assessments, guide State Achievement Surveys, conduct NAS, monitor learning outcomes, advise boards and share best practices.

82. University Entrance Assessment Reform & Role of NTA

- NTA to offer high-quality common aptitude tests and specialized subject exams (sciences, humanities, languages, arts, vocational) at least twice a year.
- Tests to evaluate conceptual understanding and application; aim to reduce coaching dependency.
- Universities may use NTA scores and students' portfolios/subject portfolios for admissions, reducing multiplicity of entrance tests.

Practice MCQs (Chapter 4: Curricular Integration, Textbooks & Assessment)

Q1. Which of the following is *not* explicitly listed among essential skills to be taught to all students under NEP curricular integration?

a) Scientific temper and evidence-based thinking

b) Quantum mechanics for all students from Grade 3

c) Digital literacy, coding, and computational thinking

d) Environmental awareness and sanitation

Answer: b) Quantum mechanics for all students from Grade 3

Q2. Which contemporary subject is explicitly mentioned for curricular introduction under NEP?

a) Blockchain law

b) Artificial Intelligence (AI)

c) Nanotechnology as a mandatory subject in Grade 2

d) Astrology

Answer: b) Artificial Intelligence (AI)

Q3. (67) Where will coding activities be first introduced according to NEP?

a) Foundational Stage

b) Preparatory Stage (Grades 3–5)

c) Middle Stage (Grades 6–8)

d) Secondary Stage only

Answer: c) Middle Stage (Grades 6–8)

Q4. What is the duration of the mandatory "bagless" internship period in Grades 6–8?

a) 5 days

b) 10 days

c) 20 days

d) One month

Answer: b) 10 days

Q5. "Knowledge of India" curricula include:

a) Only modern Indian political history

b) Both ancient contributions and tribal/indigenous knowledge systems

c) Only foreign perspectives on India

d) Computer science only
Answer: b) Both ancient contributions and tribal/indigenous knowledge systems
Q6. The primary purpose of assessment under NEP 2020 is to:
a) Rank students nationally
b) Promote learning and development through formative assessment
c) Increase the coaching industry's role
d) Remove all examinations
Answer: b) Promote learning and development through formative assessment
Q7. (77) The redesigned progress card will include:
a) Only marks and ranks
b) A 360° multidimensional report including self and peer assessment
c) Only attendance records
d) Only project scores
Answer: b) A 360° multidimensional report including self and peer assessment
Q8. Which of the following reforms is proposed for Board exams?
a) Making them more memorization-based
b) Allowing students to take Board exams on up to two occasions per year
c) Removing student choice of subjects
d) Only oral exams for all subjects
Answer: b) Allowing students to take Board exams on up to two occasions per year
Q9. What is PARAKH's primary role?
a) To create textbooks for schools
b) To be a standard-setting body for student assessment and to guide NAS and SAS
c) To operate all schools in India
d) To award scholarships only
Answer: b) To be a standard-setting body for student assessment and to guide NAS and SAS
Q10. The National Testing Agency (NTA) under NEP will:
a) Conduct a single national exam once every five years
b) Offer common aptitude and specialized subject exams at least twice a year to reduce coaching dependence
c) Replace all university admissions with decentralized interviews only
d) Only conduct language proficiency tests
Answer: b) Offer common aptitude and specialized subject exams at least twice a year to reduce coaching dependence

83. Recognition and Nurture of Innate Talents
- Every student may possess innate talents and special interests that should be identified, nurtured, and developed beyond the standard curriculum.
- Talents may appear in varied domains (academics, arts, sports, vocational skills, etc.) and require differentiated support.

84. Teacher Preparation and Institutional Guidelines
- Teacher education will include methods to recognize and foster giftedness and special talents.
- NCERT and NCTE will issue guidelines for the education of gifted children.
- B.Ed. programmes may offer a specialization in gifted education to build capacity among future teachers.

85. Enrichment Structures and Opportunities
- Classrooms will offer supplementary enrichment materials and guidance for talented students.

- Topic-centred and project-based clubs/circles (e.g., Science, Math, Music, Chess, Debate, Drama, Eco-clubs, Yoga, etc.) will be promoted at school, cluster, district and higher levels.
- National residential summer programmes for secondary students (merit-based but equitable) will be encouraged to bring together high-potential learners and expert teachers from across the country.
- Olympiads and progressive competitions (school → local → state → national) will be coordinated; efforts made to ensure access in rural areas and regional languages.
- Premier institutions (IITs, NITs, universities) encouraged to consider merit-based results from national/international Olympiads and relevant programmes as part of undergraduate admissions.

86. Digital Enrichment & Smart Classrooms

- Once devices and connectivity are widely available, online apps with quizzes, competitions, assessments, enrichment content, and moderated interest communities will be developed.
- Smart classrooms will be phased in to enrich pedagogy through digital resources and collaborative online learning, supervised appropriately by teachers and parents.

Practice MCQs — Support for Gifted Students

Q1. Which bodies will develop guidelines for the education of gifted children under NEP 2020?
a) UGC and AICTE
b) NCERT and NCTE
c) NTA and NIOS
d) MoF and MoHFW
Answer: b) NCERT and NCTE

Q2. Teacher education under NEP will include methods to:
a) Standardize all learners to the same pace
b) Recognize and foster student talents
c) Eliminate extracurricular activities
d) Focus solely on examinations
Answer: b) Recognize and foster student talents

Q3. Which of the following is an example of a Topic-centred Club suggested by NEP?
a) Automobile Repair Club only
b) Science Circles and Math Circles
c) Corporate Management Club exclusively
d) None — clubs are discouraged
Answer: b) Science Circles and Math Circles

Q4. NEP 2020 encourages national residential summer programmes for:
a) Only university faculty
b) Secondary school students with merit-based but equitable selection
c) Only international students
d) Only adults in vocational training
Answer: b) Secondary school students with merit-based but equitable selection

Q5. How will Olympiads and competitions be organized as per NEP?
a) Random, with no coordination
b) Progressively: school → local → state → national levels
c) Only at national level, no local rounds
d) Exclusively online with no physical participation
Answer: b) Progressively: school → local → state → national levels

Q6. Premier institutions (IITs, NITs) are encouraged to consider which of the following in admissions?
a) Sports certificates only

b) Merit-based results from National/International Olympiads and relevant programmes
c) Family background exclusively
d) No external achievements at all
Answer: b) Merit-based results from National/International Olympiads and relevant programmes
Q7. Digital enrichment for gifted students includes:
a) Banning online quizzes
b) Developing online apps with quizzes, assessments and enrichment materials
c) Only using television as the medium
d) Removing parental and teacher supervision
Answer: b) Developing online apps with quizzes, assessments and enrichment materials
Q8. "Smart classrooms" in NEP are intended to:
a) Replace teachers entirely
b) Enrich teaching-learning with digital resources and collaboration
c) Only serve urban elite schools
d) Be used solely for administrative tasks
Answer: b) Enrich teaching-learning with digital resources and collaboration
Q9. B.Ed. programmes may allow specialization in:
a) Only classroom management
b) Education of gifted children
c) Corporate training techniques
d) Only sports coaching
Answer: b) Education of gifted children
Q10. Which measure ensures equitable access to enrichment programmes in rural areas?
a) Holding all programmes in metropolitan cities only
b) Making Olympiads and competitions available in regional languages and rural outreach
c) Charging high participation fees in local currency only
d) Limiting participation to private-school students
Answer: b) Making Olympiads and competitions available in regional languages and rural outreach

Chapter 5: Teachers

Recruitment and Deployment

87. Teachers' Role & Respect
- Teachers are nation-builders and must regain their traditional status and respect in society.
- Motivation and empowerment of teachers are essential for ensuring a high-quality education system.

88. Merit-based Scholarships for B.Ed.
- Scholarships will be offered for 4-year integrated B.Ed. programmes to attract top talent, especially from rural areas.
- Rural scholarships will include preferential local employment, encouraging female participation and role models.
- Incentives like housing near schools will motivate teachers to serve in rural areas.

89. Curbing Teacher Transfers
- Excessive transfers disrupt continuity; they will be halted.
- Transfers only in special circumstances via a transparent online system.

90. Teacher Eligibility Tests (TETs)
- Strengthened with better content & pedagogy.
- Extended to all stages (Foundational → Secondary).
- Subject teachers will require appropriate TET/NTA test scores.
- Recruitment will include classroom demonstrations/interviews to assess:

    - Passion & motivation,
    - Proficiency in local language,
    - Pedagogical ability.
- Private school teachers must also qualify similarly.

91. Adequate Teacher Deployment
- Recruit teachers in arts, PE, languages, vocational education, etc.
- Teachers may serve across school complexes to meet subject needs.

92. Master Instructors
- Local experts in traditional arts, crafts, agriculture, entrepreneurship etc. can be appointed as 'Master Instructors'.
- This preserves local knowledge while enriching student learning.

93. Forecasting Teacher Requirements
- Technology-based planning to project subject-wise teacher vacancies over 20 years.
- Teacher education programmes will align with projected demand.

Service Environment and Culture

94. Improving Service Conditions
- Safe and inclusive schools with toilets, clean water, electricity, internet, libraries, sports & recreation facilities.
- Inputs on safety, health, and environment included in in-service training.

95. School Complexes for Collaboration
- School complexes will create vibrant teacher communities, breaking isolation of small schools.
- Teachers share resources, counsellors, social workers, and support staff.
- Promotes peer learning & collaboration.

96. Teacher Involvement in Governance
- Teachers will actively participate in School Management Committees (SMCs) and School Complex Committees with parents and stakeholders.

97. Reducing Non-teaching Burden
- Teachers will no longer perform unrelated administrative work.
- Only minimal time for mid-day meal duties.
- Ensures teachers focus on teaching & learning.

98. Inclusive and Caring Culture
- Principals & teachers responsible for nurturing a positive, inclusive school culture.
- Focus on socio-emotional learning.
- Teachers will be recognized for innovative approaches that improve student outcomes.

99. Teacher Autonomy
- Teachers will have pedagogical autonomy to adapt methods suited to their classrooms.
- Encouraged to explore novel teaching practices.

Practice MCQs — Teachers (NEP 2020, Chapter 5)

Q1. Which measure is introduced to attract rural students, especially women, into teaching?

a) Mandatory rural service without incentives

b) Rural-based scholarships with preferential local employment

c) Compulsory free service in government schools

d) Exemption from teacher eligibility tests

Answer: b) Rural-based scholarships with preferential local employment

Q2. Excessive teacher transfers will be:
a) Increased to promote teacher diversity
b) Allowed without restriction
c) Halted and conducted only via transparent online systems
d) Decided solely by school principals
Answer: c) Halted and conducted only via transparent online systems
Q3. What is a new addition to the teacher hiring process under NEP 2020?
a) Written exam only
b) Classroom demonstration/interview to assess passion, motivation, and language skills
c) Only degree verification
d) Random selection by school management
Answer: b) Classroom demonstration/interview to assess passion, motivation, and language skills
Q4. TETs will now cover:
a) Only secondary school teachers
b) Teachers of Foundational, Preparatory, Middle, and Secondary stages
c) Higher education faculty only
d) non-teaching staff as well
Answer: b) Teachers of Foundational, Preparatory, Middle, and Secondary stages
Q5. Local experts hired to preserve knowledge and enrich learning will be called:
a) Community Volunteers
b) Master Instructors
c) Para-teachers
d) Teaching Assistants
Answer: b) Master Instructors
Q6. Which technology-based initiative will States adopt for long-term teacher recruitment planning?
a) Teacher Forecasting Exercise
b) Teacher Transfer System
c) Digital Attendance System
d) Teacher Incentive App
Answer: a) Teacher Forecasting Exercise
Q7. What infrastructure improvements are mandated to support teachers and students?
a) Toilets, clean water, electricity, internet, libraries, sports facilities
b) Air-conditioning only in urban schools
c) Technology without safe buildings
d) None — teachers must adjust with existing facilities
Answer: a) Toilets, clean water, electricity, internet, libraries, sports facilities
Q8. Which measure ensures teachers' focus on teaching-learning duties?
a) Engaging them in administrative surveys
b) Assigning them to non-educational government tasks
c) Minimizing their involvement in non-teaching duties like mid-day meals
d) Reducing teaching hours
Answer: c) Minimizing their involvement in non-teaching duties like mid-day meals
Q9. What will school complexes promote among teachers?
a) Teacher isolation
b) Vibrant communities, sharing of resources and best practices
c) Only competitive rivalry

d) Exclusively subject-based divisions
Answer: b) Vibrant communities, sharing of resources and best practices
Q10. Teachers will gain recognition under NEP 2020 for:
a) Attending administrative meetings regularly
b) Innovative teaching practices that improve learning outcomes
c) Following rigid, one-size-fits-all pedagogy
d) Reducing student participation in classes
Answer: b) Innovative teaching practices that improve learning outcomes

Important Key Points — Teachers (NEP 2020, paras 5.15–5.29)
Continuous Professional Development (CPD)

95. CPD for Teachers

- Teachers to receive continuous self-improvement opportunities via workshops (local, state, national, international) and online modules.
- Platforms to share best practices.
- Each teacher must complete 50 hours of CPD annually, covering:
    - Foundational literacy & numeracy pedagogies,
    - Formative/adaptive assessment,
    - Competency-based education,
    - Experiential, arts-integrated, sports-integrated, storytelling-based approaches.

96. CPD for Principals/Leaders

- School principals & complex leaders must also complete 50+ hours CPD per year.
- Focus areas: leadership, management, competency-based education, pedagogical planning.

Career Management and Progression (CMP)

102. Merit-based Career Growth

- Teachers' promotions, salary, and tenure will be merit-based (not seniority).
- Multiple assessment parameters: peer review, attendance, CPD hours, community service, performance.
- Tenure track system for probation → confirmed service after performance review.

103. Equal Respect Across Stages

- Career growth possible within any school stage (Foundational, Preparatory, Middle, Secondary).
- No stage considered more important than others.
- Cross-stage mobility allowed if qualified.

104. Vertical Mobility

- Outstanding teachers with leadership skills → trained for academic leadership roles in schools, complexes, BRCs, CRCs, BITEs, DIETs, and govt. departments.

Professional Standards for Teachers

105. National Professional Standards for Teachers (NPST)

- Developed by 2022 by NCTE (as Professional Standards Setting Body under GEC) in consultation with NCERT, SCERTs, and experts.
- Covers:
    - Role expectations & competencies at different career stages,
    - Standards for performance appraisal,
    - Informs pre-service teacher education.
- Will determine tenure, promotion, salary, recognitions.

- Reviewed in 2030, then every 10 years.

Special Educators

106. Need for Specialists

- More special educators required for teaching children with disabilities/divyang students at Middle & Secondary levels.
- Secondary specializations/certificates will be available in pre-service & in-service mode at multidisciplinary HEIs.
- NCTE–RCI synergy for adequate training.

Approach to Teacher Education

107. Integration into Multidisciplinary HEIs

- By 2030, teacher education will move into multidisciplinary universities/colleges with strong education departments (B.Ed., M.Ed., Ph.D.).

108. Minimum Qualification

- By 2030, minimum qualification = 4-year integrated B.Ed.
- Other routes:
    - 2-year B.Ed. for those with prior Bachelor's,
    - 1-year B.Ed. for those with multidisciplinary Bachelor's or Master's,
    - All offered only by accredited multidisciplinary HEIs.
- Blended/ODL mode allowed with robust mentoring & practicum.

109. B.Ed. Curriculum

- Training in modern pedagogy (FLN, inclusive education, special needs, ed-tech, multi-level teaching).
- Strong practicum teaching in local schools.
- Integration of Fundamental Duties, constitutional values, environmental sustainability.

110. Local Master Instructors

- Local experts (art, music, sports, agriculture, crafts) may receive short teacher education programmes to teach in schools/complexes.

111. Specialized Certifications

- Post-B.Ed. short certification courses offered in HEIs for:
    - Special education,
    - School leadership,
    - Stage transitions (Foundational ⇆ Secondary).

112. Learning from Global Pedagogies

- NCERT to research international pedagogical approaches and integrate best practices into Indian teaching.

113. National Curriculum Framework for Teacher Education (NCFTE 2021)

- To be developed by NCTE (in consultation with NCERT & States) by 2021, revised every 5–10 years.
- Will integrate vocational education needs.

114. Regulation of TEIs

- Stringent action against substandard TEIs, including closure if needed, to restore integrity in teacher education.

Practice MCQs — Teachers

Q1. Minimum annual CPD requirement for teachers under NEP 2020 is:
a) 20 hours
b) 30 hours
c) 50 hours
d) 100 hours
Answer: c) 50 hours
Q2. Principals and school leaders must also undergo CPD focusing on:
a) Accounting only
b) Leadership, management, and pedagogy
c) Sports training only
d) Examination invigilation only
Answer: b) Leadership, management, and pedagogy
Q3. Teacher promotions and salary hikes will be based on:
a) Seniority alone
b) Political recommendations
c) Merit-based appraisal, peer review, CPD hours, and contributions
d) Length of service only
Answer: c) Merit-based appraisal, peer review, CPD hours, and contributions
Q4. NPST (National Professional Standards for Teachers) will be developed by:
a) NCERT only
b) UGC
c) NCTE as PSSB under GEC
d) NIOS
Answer: c) NCTE as PSSB under GEC
Q5. When will NPST first be reviewed after adoption?
a) 2025
b) 2030
c) 2040
d) Every year
Answer: b) 2030
Q6. Special educators under NEP 2020 will be trained through:
a) Short-term online-only courses
b) Secondary specializations/certificates at multidisciplinary HEIs
c) Voluntary self-learning only
d) NGO-run informal sessions
Answer: b) Secondary specializations/certificates at multidisciplinary HEIs
Q7. By 2030, the minimum qualification to become a teacher will be:
a) 2-year Diploma
b) 2-year B.Ed. only
c) 4-year integrated B.Ed.
d) Any Bachelor’s degree without B.Ed.
Answer: c) 4-year integrated B.Ed.
Q8. Which of the following is included in all B.Ed. curricula under NEP?
a) Constitutional values & environmental awareness
b) Only exam-oriented coaching
c) Purely theoretical instruction

d) Political ideology training
Answer: a) Constitutional values & environmental awareness
Q9. NCFTE 2021 will be revised:
a) Every year
b) Every 2 years
c) Once every 5–10 years
d) Never after 2021
Answer: c) Once every 5–10 years
Q10. What action will be taken against substandard TEIs?
a) More funding
b) Merger with other TEIs
c) Stringent action, including closure if required
d) Automatic accreditation
Answer: c) Stringent action, including closure if required

115. Education as the Primary Tool for Social Justice
- Education is the single greatest instrument for achieving social justice, equality, and inclusion.
- Policy aim: ensure no child loses the opportunity to learn because of birth or background.

116. Focus on Socio-Economically Disadvantaged Groups (SEDGs)
- SEDGs include groups defined by gender (girls & transgender), socio-cultural identities (SC, ST, OBC, minorities), geography (villages, aspirational districts), disabilities (including learning disabilities), and socio-economic conditions (migrant, urban poor, orphans, child labour).
- Disparities widen at secondary and higher-education stages; targeted action needed.

117. Evidence of Drop-offs in Enrolment
- U-DISE 2016–17 shows declines in representation from primary to higher secondary for SCs, STs, and children with disabilities; declines are steeper for girls within each group.

118. Causes of Exclusion
- Multifactorial causes: lack of access to quality schools, poverty, cultural norms, language barriers, and other contextual factors that reduce enrolment and retention.

119. Targeted Measures from Earlier Chapters for SEDGs
- ECCE, FLN, infrastructure, tracking, remedial measures (Chapters 1–3) will be targeted toward SEDGs to improve access and learning outcomes.

120. Strengthen Successful Interventions
- Scale up proven measures: targeted scholarships, conditional cash transfers, bicycles, hostels, and other supports that have improved participation among SEDGs.

121. Evidence-Based, Context-Specific Interventions
- Use research to pick effective interventions for each SEDG (e.g., bicycles help girls' participation; peer tutoring and assistive tech aid learners with disabilities).

122. Special Education Zones (SEZs)
- Regions with concentrated disadvantaged populations should be declared SEZs for focused, intensified implementation and resources.

123. Gender Focus & Gender-Inclusion Fund
- Women intersect all SEDG categories; girls face amplified exclusion.
- A Gender-Inclusion Fund will support state priorities (sanitation, bicycles, conditional cash transfers, community interventions) for girls and transgender students.
- Similar inclusion funds to be designed for other SEDGs.

124. Boarding, Hostels & Special Schools Expansion

- Build free boarding facilities (JNV standard) for distant/disadvantaged students, with safety for girls.
- Strengthen and expand Kasturba Gandhi Balika Vidyalayas (KGBVs), JNVs, and Kendriya Vidyalayas in aspirational districts and SEZs.
- Add pre-school sections to KV and primary schools in disadvantaged areas.

125. Inclusion of Children with Disabilities (CWSN / Divyang)
- Full inclusion from Foundational Stage onwards, aligned with RPWD Act 2016.
- Resources: recruit special educators with cross-disability training; set up resource centres; ensure barrier-free access.
- Provide assistive devices, accessible textbooks (Braille, large print), and tech-based tools; include arts, sports, and vocational participation.

126. Choice & Support: Regular or Special Schooling
- Children with benchmark disabilities may choose regular or special schooling.
- Resource centres support rehabilitation, home-based education, and audit/guidelines for quality home education.

127. Early Identification & Support for Learning Disabilities
- Early detection and ongoing support for specific learning disabilities are essential.
- Use technology, flexible curricula, and appropriate assessments (PARAKH guidelines) to ensure equitable access.

128. Teacher Education for Inclusion
- All teacher-preparation programmes will include skills to teach children with disabilities and SEDG sensitization (gender, cultural diversity, etc.).

129. Support for Alternative Schools & Traditions
- Encourage alternative schools to preserve traditions while integrating NCFSE subjects.
- Provide financial assistance to include science, math, languages, and strengthen labs/libraries to bridge underrepresentation.

130. Special Support for SC/ST & Talented Students from SEDGs
- Focused hostels, bridge courses, fee waivers, scholarships and targeted support—especially at secondary stage—to enhance entry into higher education.

131. NCC & Extra-curricular Pathways in Disadvantaged Areas
- States may encourage NCC wings in secondary schools (including tribal areas) to harness talent and provide career pathways.

132. Single-Window Portal for Scholarships & Schemes
- All scholarships and schemes for SEDGs will be coordinated via a single agency/website (single-window system) to simplify access and application.

133. Changing School Culture for Inclusion
- Sensitization of teachers, principals, administrators, counsellors, and students to inclusion, dignity, privacy, and respect for all.
- Inclusion and equity integrated into teacher education and leadership training; recruit more role-model teachers from SEDGs.

134. Curriculum & Student Sensitization on Values
- Curriculum will include early material on human values: empathy, tolerance, rights, gender equality, non-violence, global citizenship, and respect for diversity.
- Remove biases/stereotypes; include relatable material for all communities.

Practice MCQs — Chapter 6: Equitable & Inclusive Education

Q1. Which group is *not* explicitly listed as a Socio-Economically Disadvantaged Group (SEDG) in NEP?

a) Scheduled Castes (SC)

b) Urban middle-class professionals
c) Transgender students
d) Migrant communities
Answer: b) Urban middle-class professionals
Q2. U-DISE data shows enrolment declines from primary to higher secondary for which groups?
a) Only private school students
b) SCs, STs, and children with disabilities, with steeper declines for girls
c) Only students in metropolitan cities
d) No group shows decline
Answer: b) SCs, STs, and children with disabilities, with steeper declines for girls
Q3. What is the purpose of declaring Special Education Zones (SEZs)?
a) To restrict educational access in certain regions
b) To focus intensified resources and implementation in areas with concentrated disadvantaged populations
c) To privatize education in those regions
d) To eliminate public schools in those regions
Answer: b) To focus intensified resources and implementation in areas with concentrated disadvantaged populations
Q4. The Gender-Inclusion Fund is primarily intended to support:
a) Building luxury schools only for girls
b) State-determined priorities that help girls and transgender students access education (sanitation, bicycles, cash transfers)
c) Exclusive scholarships for urban boys
d) Only sports programmes for elite students
Answer: b) State-determined priorities that help girls and transgender students access education (sanitation, bicycles, cash transfers)
Q5. NEP's approach to children with disabilities includes:
a) Segregation from mainstream schools only
b) Full inclusion aligned with RPWD Act 2016, barrier-free access, special educators, assistive tech, and accessible materials
c) No special provisions
d) Only home-schooling, no school options
Answer: b) Full inclusion aligned with RPWD Act 2016, barrier-free access, special educators, assistive tech, and accessible materials
Q6. Early identification of learning disabilities will be supported by:
a) Delaying support until adulthood
b) Use of technology, flexible curricula, and appropriate assessment & certification tools guided by PARAKH
c) One-size-fits-all assessments only
d) Excluding such children from assessments
Answer: b) Use of technology, flexible curricula, and appropriate assessment & certification tools guided by PARAKH
Q7. (129) How will alternative schools be supported under NEP?
a) By forcing them to close immediately
b) By funding them to incorporate NCFSE subjects (science, math, languages) and strengthen libraries/labs
c) By banning their traditions
d) By converting them to universities directly

Answer: b) By funding them to incorporate NCFSE subjects (science, math, languages) and strengthen libraries/labs

Q8. (130) Which measures are proposed to help talented meritorious students from SEDGs enter higher education?

a) Higher examination fees

b) Hostels, bridge courses, fee waivers, scholarships

c) Exclusive focus on urban schools

d) Reducing course options for SEDGs

Answer: b) Hostels, bridge courses, fee waivers, scholarships

Q9. (132) The single-window system for scholarships aims to:

a) Make application processes complex and opaque

b) Coordinate and simplify access to all scholarships and schemes for SEDGs via one agency/website

c) Eliminate scholarships entirely

d) Only list private scholarships

Answer: b) Coordinate and simplify access to all scholarships and schemes for SEDGs via one agency/website

Q10. To build an inclusive school culture, NEP proposes:

a) Sensitizing only students, not teachers or parents

b) Sensitizing teachers, leaders, counsellors, and students; integrating inclusion into curriculum and teacher education; removing biases

c) Keeping the curriculum unchanged and focusing only on exams

d) Limiting participation of SEDG students in extracurricular activities

Answer: b) Sensitizing teachers, leaders, counsellors, and students; integrating inclusion into curriculum and teacher education; removing biases

Chapter 7: Efficient Resourcing and Effective Governance through School Complexes/Clusters

135. Small Schools and Scale Challenges

- Near-universal primary access led to many very small schools: ~28% of public primary schools and 14.8% of upper-primary schools have fewer than 30 students (U-DISE 2016–17).
- Many single-teacher schools exist, making it hard to provide subject specialists, labs, libraries, arts, and sports.

136. Operational & Pedagogical Problems of Small Schools

- Small size causes economic and operational inefficiencies: teachers often multi-grade/multi-subject teach, and key areas (music, art, sports) and physical resources are frequently missing.

137. Isolation Impedes Quality

- Teacher and student isolation reduces professional collaboration and learning opportunities; governance and management become harder with dispersed schools.

138. Consolidation — Cautious Approach

- Consolidation (closing/merging) must be approached judiciously and only where access is not harmed; consolidation alone cannot solve the large-scale structural issues.

139. Grouping/Rationalization by 2025

- By 2025, States/UTs will adopt innovative grouping/rationalization to ensure each grouped unit has access to: counsellors/social workers, subject teachers (shared where needed), libraries, science/computer/skill labs, playgrounds, and better governance.

140. School Complex/Cluster Model Endorsed

- School complexes/clusters (one secondary school + nearby lower-grade schools and Anganwadis within 5–10 km) are strongly endorsed to share resources, teachers, labs, and governance, improving efficiency and learning opportunities.

141. Benefits of Complexes — Inclusion & Enrichment
- Clusters enable shared support for children with disabilities, more clubs and extra-curricular events, virtual/ICT-enabled subject sharing, better counselling, and stronger governance via School Complex Management Committees.

142. Devolution & Semi-Autonomy of Complexes
- Directorate/Department of School Education (DSE) will devolve finer decision-making to school complexes, which act as semi-autonomous units; district/block officers will work primarily with complexes, enabling innovation within NCF/SCF bounds.

143. Planning: SDP & SCDP
- Schools prepare School Development Plans (SDPs) with community/SMC input; complexes consolidate these into School Complex/Cluster Development Plans (SCDPs) covering HR, learning resources, infrastructure, finances, teacher development, and outcomes.
- DSE/BEO endorses SCDPs and provides resources for 1-year and 3–5-year plans.

144. Public-Private Twinning & Bal Bhavans
- Twinning public schools with private schools is encouraged for mutual learning and resource sharing.
- States encouraged to strengthen or establish Bal Bhavans for arts, career and play activities, ideally integrated with school complexes.

145. School as Community Hub
- Schools should be community focal points: celebrate school milestones, honour alumni, and reuse unused infrastructure for community/social activities ("Samajik Chetna Kendra") during non-teaching hours.

146. Governance & Community Engagement
- School Complex Management Committees (SCMCs) and SMCs will play central roles in oversight and execution, strengthening local ownership, transparency, and accountability.

Practice MCQs — Chapter 7 (School Complexes / Clusters)

Q1. Approximately what percentage of India's public primary schools had fewer than 30 students (U-DISE 2016–17)?

a) 10%
b) 28%
c) 45%
d) 60%

Answer: b) 28%

Q2. What is a major operational problem caused by many very small schools?

a) Overabundance of specialist teachers
b) Teachers teaching multiple grades and subjects without specialization
c) Excessive sports facilities per school
d) Too many laboratories per village

Answer: b) Teachers teaching multiple grades and subjects without specialization

Q3. The school complex/cluster typically comprises:

a) Only private schools within a city
b) One secondary school plus nearby lower-grade schools and Anganwadis within ~5–10 km
c) Multiple universities grouped together

d) A single school operating across the whole district
Answer: b) One secondary school plus nearby lower-grade schools and Anganwadis within ~5–10 km
Q4. One intended benefit of school complexes is:
a) Reducing community participation in schools
b) Sharing of teachers, labs, libraries, and counsellors across schools
c) Eliminating extracurricular activities
d) Centralizing all decisions at the national level
Answer: b) Sharing of teachers, labs, libraries, and counsellors across schools
Q5. What are SDP and SCDP?
a) State Donation Programme and School Charity Development Plan
b) School Development Plan and School Complex/Cluster Development Plan
c) Student Development Programme and School Curriculum Design Plan
d) None of the above
Answer: b) School Development Plan and School Complex/Cluster Development Plan
Q6. By when will States/UTs be expected to adopt grouping/rationalization mechanisms for schools?
a) 2022
b) 2025
c) 2030
d) 2040
Answer: b) 2025
Q7. Which of the following is a recommended community use of school infrastructure during non-teaching hours?
a) Permanent commercial leasing only
b) “Samajik Chetna Kendra” — social awakening & community activities
c) Exclusive private events without community access
d) Keeping facilities locked and unused
Answer: b) “Samajik Chetna Kendra” — social awakening & community activities
Q8. Twinning/pairing of schools is intended to:
a) Facilitate privatization of public schools
b) Promote cooperation between one public and one private school for sharing best practices/resources
c) Merge two schools into one permanently
d) Remove accountability from public schools
Answer: b) Promote cooperation between one public and one private school for sharing best practices/resources
Q9. Bal Bhavans are proposed to serve primarily as:
a) Daytime boarding centres for arts, play, and career-related activities for children of all ages
b) Administrative offices for the DSE
c) Housing for teachers only
d) Examination centres exclusively
Answer: a) Daytime boarding centres for arts, play, and career-related activities for children of all ages
Q10. Which body will primarily interact with school complexes/clusters to endorse SCDPs and provide resources?
a) National Parliament directly
b) Directorate/Department of School Education (DSE) through its officials (e.g., BEO/DEO)
c) Private corporations only
d) International agencies exclusively
Answer: b) Directorate/Department of School Education (DSE) through its officials (e.g., BEO/DEO)

Chapter 8: Standard-setting and Accreditation

147. Purpose of Regulation
- The regulatory system should improve outcomes, empower schools, trust teachers, and enable innovation.
- Must ensure transparency, accountability, and integrity through full public disclosure.

148. Current Problem of Over-centralization
- All functions (policy, provision, regulation) handled by the Department of School Education, leading to conflict of interest and poor management.

149. Issues with Regulation of Private Schools
- Present regime failed to prevent commercial exploitation by for-profit schools.
- Often discouraged philanthropic/private schools that aim to provide quality education.

150. Public vs. Private Schools
- Both should serve the same goal: quality education.
- Policy seeks to reinvigorate public schools while also enabling private/philanthropic schools to contribute positively.

151. Clear Role Division

a) Department of School Education → Monitoring & policymaking (not provision/regulation).

b) Directorate of School Education (DEO, BEO, etc.) → Handles educational operations.

c) State School Standards Authority (SSSA) → Sets minimal standards (safety, infrastructure, teachers, financial probity, governance).

d) SCERT → Academic standards, curricula, School Quality Assessment & Accreditation Framework (SQAAF).

e) Boards of Assessment → Student certification.

152. Transparency via Self-disclosure
- Schools must publish key data online (classrooms, teachers, fees, outcomes, etc.).
- SSSA monitors, adjudicates complaints, and uses tech & student feedback for oversight.

153. Accountability & Assessment
- Performance assessment must be objective, developmental, and multi-source, considering teamwork and contextual factors.
- Promotions and recognition tied to integrity, outcomes, and professionalism.

154. Equal Treatment of Public & Private Schools
- All schools (except Central govt. ones) will be assessed on the same criteria.
- Private philanthropic education encouraged; arbitrary fee hikes curbed.
- Surpluses reinvested into education (not-for-profit principle).

155. Flexible Standards, Focus on Outcomes
- Move away from rigid input mandates (e.g., land area, room sizes).
- Provide flexibility for local context, especially in urban/rural differences.
- Focus on learning outcomes, transparency, and SDG-4 goals.

156. Public-school System as First Choice
- Goal: Make public schools most attractive option for parents from all sections.

157. National & State Assessments
- NAS (National Achievement Survey) by PARAKH for system “health check”.
- SAS (State Assessment Survey) for developmental purposes & improvement.

158. Safety & Rights of Children
- Systems must protect child rights and safety, especially for girls and adolescents.
- Mechanisms for reporting harassment, violence, substance abuse, discrimination will be prioritized.

Practice MCQs — Chapter 8

Q1. The primary aim of school education regulation is to:

a) Increase bureaucratic control

b) Improve educational outcomes and empower schools

c) Prioritize infrastructure over learning

d) Minimize teacher autonomy

Answer: b) Improve educational outcomes and empower schools

Q2. What is a key issue with the current regulatory system?

a) Too much autonomy for schools

b) Conflict of interest because all roles are under the Department of School Education

c) Excessive reliance on private philanthropy

d) Lack of national-level frameworks

Answer: b) Conflict of interest because all roles are under the Department of School Education

Q3. Which authority will set minimal quality standards for all schools?

a) NCERT

b) SCERT

c) SSSA (State School Standards Authority)

d) CBSE

Answer: c) SSSA (State School Standards Authority)

Q4. SQAAF, mentioned in NEP 2020, will be developed by:

a) SCERT in consultation with NCERT and stakeholders

b) CBSE independently

c) Department of School Education

d) Private school associations

Answer: a) SCERT in consultation with NCERT and stakeholders

Q5. Transparency in school governance will be achieved through:

a) Random inspections only

b) Self-disclosure of information on school and SSSA websites

c) Eliminating public reporting

d) Only teacher feedback reports

Answer: b) Self-disclosure of information on school and SSSA websites

Q6. Which principle will govern financial operations of schools?

a) Full privatization allowed

b) Profit distribution to owners permitted

c) Not-for-profit; surpluses reinvested into education

d) No restrictions on fees and surpluses

Answer: c) Not-for-profit; surpluses reinvested into education

Q7. What major shift is proposed in setting standards for schools?

a) More rigid infrastructure norms

b) Emphasis on educational outcomes and flexible local standards

c) Abolition of minimum teacher requirements

d) Exclusive focus on urban schools

Answer: b) Emphasis on educational outcomes and flexible local standards

Q8. Which national body will conduct the NAS?

a) CBSE

b) NCERT

c) PARAKH (with NCERT support)
d) Ministry of Finance
Answer: c) PARAKH (with NCERT support)
Q9. What is the ultimate aim of strengthening the public-school system?
a) Reduce reliance on teachers
b) Make public schools the most attractive option for parents
c) Close down private schools
d) Limit access for disadvantaged students
Answer: b) Make public schools the most attractive option for parents
Q10. Which issue will receive high priority under safety and rights?
a) Infrastructure funding
b) Adolescent issues like substance abuse, harassment, and discrimination
c) Teacher transfers
d) Teacher salaries
Answer: b) Adolescent issues like substance abuse, harassment, and discrimination

Part 2: Higher Education

Chapter 9: Quality Universities and Colleges

Vision and Purpose of Higher Education
159. Importance of Higher Education

- Promotes human well-being, social justice, democracy, equality, liberty, and fraternity.
- Critical for economic development and sustainable livelihoods.
- Aspiration grows as India becomes a knowledge economy.

160. Aim of 21st Century Higher Education

- To develop good, thoughtful, creative, and well-rounded individuals.
- Enables deep specialization + development of character, ethics, scientific temper, creativity, service, and 21st century skills.

- Prepares students for meaningful lives, careers, and economic independence.

161. Holistic Development

- Skills and values must be integrated across all stages, from pre-school to higher education.

162. Societal Role

- Builds an enlightened, socially conscious, skilled nation.
- Higher education = not just for jobs, but for knowledge creation, innovation, social engagement, and cohesive communities.

Current Problems in Indian Higher Education

163. Major Challenges Identified

a) Fragmented system of HEIs.
b) Weak focus on cognitive skills and learning outcomes.
c) Rigid discipline separation and early specialization.
d) Limited access in disadvantaged areas; few HEIs in local languages.
e) Restricted autonomy of teachers and institutions.
f) Poor career progression systems for faculty.
g) Weak research ecosystem; lack of peer-reviewed research funding.
h) Ineffective governance and leadership.
i) Inefficient regulatory system.
j) Large affiliating universities → low-quality undergraduate education.

Policy Vision and Solutions

164. NEP 2020 Higher Education Reforms

a) Large, multidisciplinary universities/colleges in every district; more HEIs with local language options.
b) Move towards multidisciplinary undergraduate education.
c) Greater faculty and institutional autonomy.
d) Revamp curriculum, pedagogy, assessment, and student support.
e) Integrity of faculty/leadership through merit-based appointments and career progression.
f) Establish National Research Foundation (NRF) for peer-reviewed funding.
g) Governance by independent boards with academic & administrative autonomy.
h) Regulation by a single “light but tight” regulator.
i) Access, equity, and inclusion via public HEIs, scholarships (philanthropy), online & ODL, and inclusive infrastructure for learners with disabilities.

Practice MCQs — Chapter 9

Q1. According to NEP 2020, higher education is important primarily for:
a) Only creating more jobs
b) Building a just, democratic, and knowledgeable society
c) Limiting access to specialized fields
d) Strengthening only technical education
Answer: b) Building a just, democratic, and knowledgeable society

Q2. Which of the following is *not* an aim of quality higher education?
a) Holistic individual development
b) Scientific temper and creativity
c) Economic independence
d) Rigid discipline boundaries
Answer: d) Rigid discipline boundaries

Q3. One of the major current problems in Indian higher education is:
a) Too much focus on research
b) Rigid separation of disciplines and early specialization

c) Too much autonomy for teachers
d) Excessive use of local languages in HEIs
Answer: b) Rigid separation of disciplines and early specialization
Q4. What is the main consequence of large affiliating universities?
a) Improved quality of undergraduate education
b) Low standards of undergraduate education
c) Stronger governance and autonomy
d) Better research opportunities
Answer: b) Low standards of undergraduate education
Q5. The NEP 2020 envisions universities that are:
a) Specialized and single-disciplinary
b) Large, multidisciplinary, and present in every district
c) Focused only on technical education
d) Exclusive to urban regions
Answer: b) Large, multidisciplinary, and present in every district
Q6. Which proposed body will fund peer-reviewed research under NEP 2020?
a) UGC
b) NCERT
c) National Research Foundation (NRF)
d) AICTE
Answer: c) National Research Foundation (NRF)
Q7. What is meant by “light but tight” regulation?
a) Strict centralization of all educational policies
b) Single regulator with minimal but effective oversight
c) Removing all regulation from HEIs
d) Frequent inspections by multiple agencies
Answer: b) Single regulator with minimal but effective oversight
Q8. Which measure will improve access and equity in higher education?
a) Limiting ODL
b) Expanding scholarships and online education
c) Reducing public universities
d) Removing local language options
Answer: b) Expanding scholarships and online education
Q9. What does NEP 2020 emphasize in faculty appointments and progression?
a) Political affiliation
b) Seniority only
c) Merit-based recruitment and performance evaluation
d) Random allocation of positions
Answer: c) Merit-based recruitment and performance evaluation
Q10. What broader role does NEP 2020 assign to higher education in society?
a) Solely preparing for government jobs
b) Creating engaged, cooperative, innovative communities
c) Ensuring all students specialize early
d) Promoting commercialization of education
Answer: b) Creating engaged, cooperative, innovative communities

Chapter 10: Institutional Restructuring and Consolidation

165. Ending Fragmentation
- Higher Education Institutions (HEIs) will be transformed into large multidisciplinary universities, colleges, and clusters/knowledge hubs, each aiming for 3,000+ students.
- Benefits: vibrant communities, cross-disciplinary research, holistic student development, efficient use of resources.

166. Ancient Inspiration
- Models: Takshashila, Nalanda, Vallabhi, Vikramshila.
- India will revive the tradition of multidisciplinary higher learning.

167. New Definition of HEIs
- University: multidisciplinary, offering UG + PG, strong teaching, research, and community engagement.
- Research-intensive University: equal emphasis on teaching + research.
- Teaching-intensive University: strong teaching, some research.
- Autonomous Degree-granting College (AC): multidisciplinary, focused on UG teaching, smaller than a university.

168. Graded Autonomy
- Colleges → move through graded accreditation.
- Over time, each college → become either:
  - an Autonomous College, or
  - a constituent part of a university.
- ACs can evolve into universities (teaching/research intensive).

169. Flexibility of Categories
- Three types of HEIs = continuum, not rigid categories.
- Autonomy to move between categories based on performance.
- Accreditation norms adjusted, but high quality standards expected across all.

170. Wider Responsibilities of HEIs
- Beyond teaching & research → also support:
  - other HEIs,
  - community engagement & service,
  - practice-oriented contributions,
  - faculty development,
  - school education support.

171. Timeline for Transformation
- By 2030: all HEIs plan to become multidisciplinary.
- By 2040: large multidisciplinary HEIs with enrolments in thousands.

172. Access and Equity
- By 2030, at least one large multidisciplinary HEI in/near every district.
- Expand HEIs with local/Indian language medium.
- Target Gross Enrolment Ratio (GER):
  - 26.3% (2018) → 50% by 2035.
- Strategy: consolidate, expand, and improve existing HEIs + establish new ones.

173. Public and Private HEIs
- Growth in both sectors, but emphasis on strong public HEIs.
- Transparent funding linked to accreditation benchmarks.
- High-quality HEIs incentivized to expand.

174. Open and Distance Learning (ODL) & Online Education

- Accredited institutions may run ODL/online programmes.
- ODL must be equivalent in quality to on-campus programmes.
- Top HEIs encouraged to develop high-quality online/blended courses.

175. Phasing Out Single-Stream HEIs
- All institutions will shift to multidisciplinary model or clusters.
- Single-stream HEIs must add complementary departments.
- Public institutions = backed by financial support; private = encouraged if public-spirited.

176. Phasing Out Affiliated Colleges
- Current system of affiliated colleges → phased out within 15 years.
- Mentoring by affiliating universities to help colleges reach autonomy benchmarks.
- Goal: all colleges become autonomous degree-granting institutions.

177. Integrated Higher Education System
- All streams (professional, vocational, academic) → merge into one coherent ecosystem.

178. Simplified Nomenclature
- HEIs to be called simply "Universities" (UG + PG + Ph.D + research).
- Terms like "deemed to be university," "affiliating university," "technical university," etc., will be discontinued once criteria are met.

Practice MCQs — Chapter 10

Q1. What is the main structural reform for HEIs under NEP 2020?
a) Establishment of only small specialized colleges
b) Transformation into large multidisciplinary universities/colleges/clusters
c) Restricting HEIs to a single discipline
d) Reducing student enrolment numbers
Answer: b) Transformation into large multidisciplinary universities/colleges/clusters

Q2. Each multidisciplinary HEI is expected to have at least how many students?
a) 500
b) 1,000
c) 3,000
d) 10,000
Answer: c) 3,000

Q3. Which ancient Indian universities inspired the multidisciplinary model?
a) Nalanda, Takshashila, Vallabhi, Vikramshila
b) Harappa, Mohenjo-daro, Indraprastha
c) Banaras, Prayagraj, Mithila
d) None of the above
Answer: a) Nalanda, Takshashila, Vallabhi, Vikramshila

Q4. Which type of institution mainly focuses on undergraduate teaching but may evolve into a university?
a) Research-intensive University
b) Teaching-intensive University
c) Autonomous Degree-granting College
d) Deemed University
Answer: c) Autonomous Degree-granting College

Q5. What is the GER target for higher education by 2035?
a) 30%
b) 40%
c) 45%

d) 50%
Answer: d) 50%
Q6. By which year should every district have at least one large multidisciplinary HEI?
a) 2025
b) 2030
c) 2035
d) 2040
Answer: b) 2030
Q7. What will happen to the current system of affiliated colleges?
a) Continue unchanged
b) Phased out within 15 years, replaced by autonomous institutions
c) Expanded with more universities affiliating colleges
d) Replaced by foreign collaborations
Answer: b) Phased out within 15 years, replaced by autonomous institutions
Q8. What is required for HEIs to run Open and Distance Learning (ODL) programmes?
a) Private funding only
b) Special central approval every year
c) Proper accreditation ensuring equivalent quality to campus programmes
d) No conditions, all HEIs can run ODL freely
Answer: c) Proper accreditation ensuring equivalent quality to campus programmes
Q9. Which of the following terms will be discontinued under NEP 2020?
a) Research University
b) Technical University, Deemed University, Affiliating University
c) College
d) Institute of Eminence
Answer: b) Technical University, Deemed University, Affiliating University
Q10. What additional responsibilities will HEIs have apart from teaching and research?
a) Only admissions and placements
b) Supporting other HEIs, community engagement, faculty development, and school education support
c) Running only vocational institutes
d) Focus solely on international rankings
Answer: b) Supporting other HEIs, community engagement, faculty development, and school education support

Chapter 11: Towards a More Holistic and Multidisciplinary Education

179. Indian Tradition of Multidisciplinary Learning

- Ancient universities like Takshashila and Nalanda emphasized holistic education.
- Ancient texts (e.g., *Kadambari*) described the 64 Kalaas (arts) including sciences, vocational skills, professions, and soft skills.
- Concept of liberal arts (knowledge across fields) has Indian roots.

180. Benefits of Integrated Education

- Combining humanities/arts with STEM improves:
    - Creativity and innovation
    - Critical & higher-order thinking
    - Problem-solving, teamwork, communication
    - Social and moral awareness
    - Research quality

181. Aim of Holistic Education
- Develop intellectual, aesthetic, social, physical, emotional, and moral capacities.
- Produce well-rounded individuals with:
    - 21st-century skills
    - Social engagement
    - Soft skills
    - Specialization in chosen fields
- Applies to all undergraduate programmes, including professional/technical fields.

182. Shift in Indian HEIs
- Engineering and technical institutions (e.g., IITs) will incorporate arts, humanities, and vocational subjects.
- Arts and humanities students will learn more science and vocational skills.

183. Flexible Curricular Structures
- Creative combinations of disciplines encouraged.
- Multiple entry & exit points = lifelong learning opportunities.
- Graduate, Master's, and Ph.D. education will integrate multidisciplinary work.

184. Role of Large Multidisciplinary Universities
- Will provide high-quality holistic education.
- Curricula will focus on discussion, debate, cross-disciplinary research.
- Greater autonomy to faculty and institutions.

185. Establishment of Departments
- Strengthening of departments in diverse fields:
  Languages, Literature, Music, Philosophy, Indology, Arts, Dance, Theatre, Education, Sciences, Social Sciences, Sports, Translation, etc.
- Credit system for cross-disciplinary studies, including ODL courses.

186. Credit-based Courses in Value Domains
- Community service, environmental education, value-based education included.
- Environment: climate change, waste management, biodiversity, sustainability.
- Values: truth, dharma, peace, love, ahimsa, scientific temper, citizenship, seva.
- Global Citizenship Education (GCED) to foster peace, tolerance, inclusivity.
- Internships with industries, artisans, and researchers = enhanced employability.

187. Structure of Degree Programmes
- UG Degree: 3 or 4 years with multiple exit options:
    - 1 year: Certificate
    - 2 years: Diploma
    - 3 years: Bachelor's Degree
    - 4 years: Bachelor's Degree (preferred) with option for Research.
- Academic Bank of Credit (ABC): digital storage of earned credits.

188. Master's & Ph.D. Structure
- Master's options:
    - 2-year (after 3-year Bachelor's, with 2nd year research focus)
    - 1-year (after 4-year Bachelor's with Research)
    - 5-year integrated Bachelor's + Master's
- Ph.D. requires Master's OR 4-year Bachelor's with Research.
- M.Phil discontinued.

189. Model Universities (MERUs)
- Establish Multidisciplinary Education and Research Universities (MERUs).

- Comparable to IITs/IIMs in standards.
- Will serve as benchmarks for quality multidisciplinary education.

190. Research and Innovation

- HEIs to set up incubation centres, technology development centres, frontier research centres.
- Promote industry-academia linkages, interdisciplinary research, innovation competitions.
- Special focus on health sciences, epidemics, diagnostics, vaccinology.
- National Research Foundation (NRF) will support research culture.

Practice MCQs — Chapter 11

Q1. Which ancient Indian universities emphasized holistic, multidisciplinary education?
a) Harvard and Oxford
b) Nalanda and Takshashila
c) Ujjain and Mohenjo-daro
d) Cambridge and Stanford
Answer: b) Nalanda and Takshashila

Q2. The 64 Kalaas in ancient India included:
a) Only music and dance
b) Only mathematics and sciences
c) Arts, sciences, vocational, professional, and soft skills
d) None of the above
Answer: c) Arts, sciences, vocational, professional, and soft skills

Q3. Holistic education aims to develop which of the following?
a) Only intellectual skills
b) Intellectual, aesthetic, social, physical, emotional, moral capacities
c) Only vocational training
d) Only STEM knowledge
Answer: b) Intellectual, aesthetic, social, physical, emotional, moral capacities

Q4. Which institutions will move towards a more holistic and multidisciplinary model?
a) Only private universities
b) IITs and engineering institutions
c) Only liberal arts colleges
d) Foreign universities in India
Answer: b) IITs and engineering institutions

Q5. What is the preferred undergraduate programme structure under NEP 2020?
a) 1-year certificate
b) 2-year diploma
c) 3-year Bachelor’s degree
d) 4-year Bachelor’s degree with Research option
Answer: d) 4-year Bachelor’s degree with Research option

Q6. What is the role of the Academic Bank of Credit (ABC)?
a) Store students’ financial details
b) Digitally store academic credits earned across HEIs
c) Provide loans to students
d) Regulate exam patterns
Answer: b) Digitally store academic credits earned across HEIs

Q7. Which degree is discontinued as per NEP 2020?
a) B.Ed.
b) M.Phil.

c) Ph.D.
d) MBA
Answer: b) M.Phil.
Q8. What are MERUs?
a) Medical Research Universities
b) Multidisciplinary Education and Research Universities
c) Minority Education and Regional Universities
d) Modern Engineering and Research Units
Answer: b) Multidisciplinary Education and Research Universities
Q9. Which component is included in credit-based courses for all HEIs?
a) Foreign language only
b) Community service, environment education, value-based education
c) Exclusive vocational training
d) Corporate internships only
Answer: b) Community service, environment education, value-based education
Q10. The NRF will primarily focus on:
a) Teacher recruitment
b) Student placements
c) Research funding and support across disciplines
d) Accreditation of universities
Answer: c) Research funding and support across disciplines

Chapter 12: Optimal Learning Environments and Support for Students

191. Four Pillars of Effective Learning
- Curriculum: interesting, relevant, regularly updated.
- Pedagogy: engaging, creative, motivating.
- Assessment: continuous, formative, application-oriented.
- Student Support: wellness, ethics, health, fitness.

192. Infrastructure for Quality Learning
- Well-equipped libraries, labs, technology, classrooms, sports/recreation areas, discussion and dining spaces.
- Engaging and supportive environments are essential for student success.

193. Institutional Autonomy for Innovation
- HEIs and faculty have autonomy in curriculum, pedagogy, and assessment.
- Shift from rote exams to continuous, comprehensive evaluation.
- CBCS revised to include more innovation and flexibility.
- Criterion-based grading to assess achievement fairly.

194. Institutional Development Plans (IDP)
- Each HEI integrates curriculum and pedagogy improvement into its IDP.
- Student clubs and activities (science, literature, sports, music, etc.) supported.
- Faculty act as mentors and guides beyond teaching roles.

195. Support for Disadvantaged Students
- Universities/colleges must set up high-quality support centres.
- Professional academic and career counselling mandatory.
- Counsellors for physical, psychological, and emotional well-being.

196. Online and Distance Learning (ODL)
- ODL and online education to expand access.

- Must maintain quality standards equivalent to classroom teaching.
- Norms, standards, and accreditation framework for ODL to be developed.

197. Global Quality Standards
- All programmes (offline/online/ODL) to aim at global benchmarks.

198. Internationalization at Home
- Attract international students through:
  - Indology, Indian languages, yoga, AYUSH, culture, arts.
  - Globally relevant science and social science curricula.
  - Quality hostels, residential support, social engagement.
- India to be promoted as affordable global study hub (Vishwa Guru).

199. International Collaboration
- International Students Office in HEIs for foreign student support.
- Research, teaching collaborations, and student exchanges encouraged.
- High-performing Indian universities may set up campuses abroad.
- Top 100 global universities may establish campuses in India.
- Credit transfer between Indian and foreign HEIs permitted.

200. Student Activity and Participation
- Vibrant campus life: sports, culture, eco-clubs, service projects.
- Counselling systems for stress and emotional health.
- Hostel facilities for rural students.
- HEIs to provide quality medical facilities.

201. Financial Support for Students
- Financial aid for SC, ST, OBC, and SEDGs.
- Expansion of National Scholarship Portal for transparency and tracking.
- Private HEIs encouraged to offer more scholarships and free-ships.

Practice MCQs — Chapter 12

Q1. Which of the following is not a cornerstone of effective learning as per NEP 2020?
a) Curriculum
b) Pedagogy
c) Student support
d) Infrastructure only
Answer: d) Infrastructure only

Q2. The revised Choice Based Credit System (CBCS) aims to:
a) Restrict student choices
b) Instill innovation and flexibility
c) Standardize compulsory rote exams
d) Remove elective options
Answer: b) Instill innovation and flexibility

Q3. What is the role of an Institutional Development Plan (IDP)?
a) Only focus on financial budgeting
b) Integrate curriculum improvement, pedagogy, and student support
c) Replace accreditation agencies
d) Remove the need for clubs and extracurricular activities
Answer: b) Integrate curriculum improvement, pedagogy, and student support

Q4. Which support service is mandatory in HEIs for student well-being?
a) Industrial training
b) Psychological and emotional counselling

c) Foreign language certification
d) Hostel mess services
Answer: b) Psychological and emotional counselling
Q5. What is the guiding principle for ODL programmes under NEP 2020?
a) Faster completion of degrees
b) Lower quality compared to classroom learning
c) Equivalence to the highest quality in-class programmes
d) Limiting access to rural students only
Answer: c) Equivalence to the highest quality in-class programmes
Q6. India aspires to regain its role as a Vishwa Guru by:
a) Opening schools abroad only
b) Promoting itself as a global study destination with affordable quality education
c) Making education free for all international students
d) Restricting foreign student enrolment
Answer: b) Promoting itself as a global study destination with affordable quality education
Q7. Which initiative ensures smooth integration of international students in Indian HEIs?
a) Central Advisory Board
b) International Students Office
c) National Testing Agency
d) School Complexes
Answer: b) International Students Office
Q8. Top 100 global universities will be:
a) Restricted from operating in India
b) Allowed to operate in India under a special legislative framework
c) Merged with Indian public universities
d) Invited only for short-term student exchanges
Answer: b) Allowed to operate in India under a special legislative framework
Q9. Student participation will be encouraged in:
a) Only academic exams
b) Only vocational training
c) Sports, culture clubs, eco-clubs, community service projects
d) Industrial placements only
Answer: c) Sports, culture clubs, eco-clubs, community service projects
Q10. What is the purpose of the National Scholarship Portal (expanded under NEP 2020)?
a) Track and foster scholarships for disadvantaged students
b) Provide loans to universities
c) Replace UGC funding system
d) Offer fee subsidies only for private institutions
Answer: a) Track and foster scholarships for disadvantaged students

Chapter 13: Motivated, Energized, and Capable Faculty

202. Central Role of Faculty

- Faculty quality and engagement are the most critical factors for HEI success.
- Despite reforms in recruitment, compensation, and professional development, faculty motivation in teaching, research, and service remains lower than required.

203. Basic Infrastructure for Faculty Support

- HEIs must provide essentials: clean drinking water, toilets, blackboards, libraries, labs, offices, supplies, and pleasant classrooms.
- Every classroom to have modern educational technology to enhance teaching-learning experiences.

204. Balanced Teaching Duties

- Teaching load must not be excessive.
- Student-teacher ratios must be reasonable.
- Faculty appointed to institutions directly (non-transferable) to strengthen connection with their institution and local community.

205. Academic Freedom

- Faculty empowered to design:
    - Curricular approaches
    - Pedagogical methods
    - Textbook/reading selections
    - Assignments and assessments
- Freedom promotes innovation, creativity, and ownership in teaching and research.

206. Accountability and Recognition

- Excellence rewarded through promotions, leadership roles, and recognition.
- Faculty not meeting basic norms held accountable.

207. Transparent Recruitment and Tenure-Track System

- Recruitment must be independent, transparent, and clearly defined.
- Tenure-track system introduced with probation, followed by confirmed employment after assessment.
- Fast-track promotion for high-impact research and contributions.

208. Performance Assessment Parameters

- Peer and student reviews.
- Innovations in pedagogy.
- Quality and impact of research.
- Professional development activities.
- Institutional and community service.
- All criteria to be specified in each HEI's Institutional Development Plan (IDP).

209. Institutional Leadership Development

- Strong, inspiring, and effective leadership critical for HEI success.
- Leaders identified early and trained through a ladder of leadership roles.
- Overlapping transition periods to avoid leadership gaps.

210. Culture of Excellence

- Leaders expected to promote:
    - Innovative teaching and research.
    - Institutional service.
    - Community outreach.
- Overall aim: motivate faculty to remain enthusiastic, creative, and committed.

Practice MCQs — Chapter 13

Q1. Which factor is considered most critical for the success of HEIs?

a) Infrastructure

b) Faculty quality and engagement

c) Student scholarships

d) Digitalization of exams

Answer: b) Faculty quality and engagement

Q2. What basic facilities must all HEIs provide to support faculty?
a) Only high salaries
b) Modern labs, libraries, clean toilets, drinking water, and classrooms
c) Travel allowances only
d) Free housing near campus
Answer: b) Modern labs, libraries, clean toilets, drinking water, and classrooms
Q3. The introduction of a tenure-track system in HEIs means:
a) Lifetime employment from day one
b) Probationary period before confirmed employment
c) Teachers can easily transfer between institutions
d) Recruitment based on student preference
Answer: b) Probationary period before confirmed employment
Q4. Faculty will generally be appointed to:
a) Multiple institutions at once
b) A specific institution without transfer
c) National-level service pools
d) Private colleges only
Answer: b) A specific institution without transfer
Q5. Faculty are given freedom to design:
a) Government policies
b) Curriculum, pedagogy, textbooks, and assessments
c) National budgets for higher education
d) Campus construction plans
Answer: b) Curriculum, pedagogy, textbooks, and assessments
Q6. Which of the following is a performance assessment parameter for faculty?
a) Voting in institutional elections
b) Peer and student reviews
c) Amount of money raised through donations
d) Political involvement
Answer: b) Peer and student reviews
Q7. Fast-track promotions will be awarded for:
a) Faculty working longest in a post
b) Faculty with high-impact research and contributions
c) Faculty with least teaching duties
d) Faculty who avoid administrative work
Answer: b) Faculty with high-impact research and contributions
Q8. What is emphasized as critical for HEI success apart from faculty quality?
a) Strong and inspiring institutional leadership
b) Increasing tuition fees
c) Strict government monitoring
d) Reducing extracurricular activities
Answer: a) Strong and inspiring institutional leadership
Q9. Overlapping leadership transition periods in HEIs are recommended to:
a) Delay new appointments
b) Ensure smooth continuity of institutional functioning
c) Increase competition among faculty

d) Avoid financial audits
Answer: b) Ensure smooth continuity of institutional functioning
Q10. The ultimate goal of faculty reforms under NEP 2020 is to:
a) Increase number of administrative staff
b) Create a culture of excellence, innovation, and motivation
c) Focus only on research and ignore teaching
d) Shift all teaching to online mode
Answer: b) Create a culture of excellence, innovation, and motivation

Chapter 14: Equity and Inclusion in Higher Education

211. Priority of Equity in Higher Education
- Quality higher education opportunities can lift individuals and communities from disadvantage.
- Ensuring equitable access, especially for SEDGs (Socio-Economically Disadvantaged Groups), is a top priority.

212. Common Approach Across School and Higher Education
- Exclusion factors are similar across school and higher education.
- A continuity of equity reforms across all stages is necessary for sustainable change.

213. Higher Education–Specific Challenges
- Lack of awareness of opportunities.
- High economic opportunity cost of pursuing higher education.
- Financial barriers and complex admission processes.
- Geographical and language barriers.
- Low employability of many programmes.
- Lack of adequate student support systems.

214. Government Responsibilities for Equity in Higher Education
- Allocate government funds specifically for SEDGs.
- Set GER (Gross Enrolment Ratio) targets for SEDGs.
- Improve gender balance in admissions.
- Establish more high-quality HEIs in aspirational districts and Special Education Zones (SEZs).
- Support HEIs teaching in Indian languages/bilingual mode.
- Provide enhanced scholarships and financial aid.
- Run outreach programmes on higher education opportunities.
- Promote technology-based tools for access and outcomes.

215. HEI Responsibilities for Equity and Inclusion
- Reduce fees and mitigate opportunity costs for disadvantaged students.
- Offer more scholarships and financial support.
- Conduct outreach programmes about admissions and scholarships.
- Simplify and make admission processes inclusive.
- Design inclusive curricula to reflect diverse student needs.
- Enhance employability of programmes.
- Expand degree courses in Indian languages and bilingual formats.
- Ensure disabled-friendly, wheelchair-accessible campuses.
- Provide bridge courses for students from weaker academic backgrounds.
- Establish mentoring, socio-emotional, and academic support systems.
- Sensitize faculty and students on gender identity and inclusivity.
- Enforce anti-discrimination and anti-harassment rules.
- Create Institutional Development Plans (IDPs) with equity strategies.

Practice MCQs — Chapter 14

Q1. What is identified as the highest priority in NEP 2020 regarding higher education?
a) Increasing international collaborations
b) Ensuring equitable access to quality education for all students
c) Expansion of private universities only
d) Introduction of new exams
Answer: b) Ensuring equitable access to quality education for all students

Q2. Which groups fall under SEDGs in higher education?
a) Only SC/ST students
b) Only rural students
c) Socio-economically disadvantaged groups across gender, caste, geography, and disability
d) Only minority groups
Answer: c) Socio-economically disadvantaged groups across gender, caste, geography, and disability

Q3. Which of the following is a higher education-specific challenge?
a) Lack of pre-primary schools
b) High economic opportunity cost of pursuing higher education
c) Shortage of mid-day meals
d) Lack of school uniforms
Answer: b) High economic opportunity cost of pursuing higher education

Q4. GER targets for SEDGs are to be set by:
a) Universities themselves
b) Private institutions only
c) Government authorities
d) NGOs
Answer: c) Government authorities

Q5. Which measure will improve access in aspirational districts and SEZs?
a) Creating more exam centres
b) Establishing high-quality HEIs
c) Increasing student transfer certificates
d) Mandating uniform fees
Answer: b) Establishing high-quality HEIs

Q6. Bridge courses in HEIs are meant for:
a) International students
b) Students from disadvantaged educational backgrounds
c) Postgraduate researchers
d) Retired faculty
Answer: b) Students from disadvantaged educational backgrounds

Q7. To make campuses inclusive for students with disabilities, HEIs must ensure:
a) Free hostels for all
b) Wheelchair-accessible and disabled-friendly infrastructure
c) More research labs only
d) Longer course durations
Answer: b) Wheelchair-accessible and disabled-friendly infrastructure

Q8. Which of the following is part of HEI responsibilities towards inclusion?
a) Sensitization on gender identity
b) Increasing tuition fees
c) Limiting student support systems

d) Excluding bilingual courses
Answer: a) Sensitization on gender identity
Q9. Which rule must HEIs strictly enforce under equity and inclusion?
a) No-migration rules
b) No-discrimination and anti-harassment rules
c) Uniform dress code rules
d) Mandatory sports participation
Answer: b) No-discrimination and anti-harassment rules
Q10. What must Institutional Development Plans (IDPs) specifically include under NEP 2020?
a) Infrastructure projects only
b) Financial budgets only
c) Action plans for increasing SEDG participation
d) International student exchange schemes
Answer: c) Action plans for increasing SEDG participation

Chapter 15: Teacher Education

216. Importance of Teacher Education
- Teacher education is crucial in preparing future educators.
- Requires multidisciplinary knowledge, values, and practical training under expert mentors.
- Teachers must be grounded in Indian values, ethos, traditions (including tribal traditions) while being up to date in pedagogy.

217. Issues with Current TEIs (Teacher Education Institutions)
- Justice J. S. Verma Commission (2012) highlighted malpractice in >10,000 stand-alone TEIs.
- Many institutions only sell degrees without real training.
- Regulatory efforts have failed to stop malpractices, leading to poor quality and lack of innovation.

218. Regulatory Strengthening
- Empower regulatory systems to close substandard/dysfunctional TEIs.
- Institutions not meeting standards will be given one year to improve.
- By 2030, only educationally sound, multidisciplinary, integrated teacher education programmes will remain.

219. Integration with Multidisciplinary HEIs
- All teacher education programmes to be conducted within multidisciplinary institutions.
- Departments of Education in HEIs will collaborate with other fields (psychology, arts, philosophy, science, etc.).
- Stand-alone TEIs must convert to multidisciplinary institutions by 2030.

220. New Structure of B.Ed. Programmes
- 4-year integrated B.Ed. will be the minimum qualification for schoolteachers by 2030.
- Dual-major: Education + a specialized subject (math, science, arts, etc.).
- HEIs may also offer:
    - 2-year B.Ed. for graduates.
    - 1-year B.Ed. for 4-year specialized degree holders.
- Scholarships will be provided for meritorious teacher trainees.

221. Practical Exposure and Collaboration
- HEIs will partner with government and private schools.
- Student teachers will engage in teaching practice, community service, adult and vocational education.

222. Admission Standards
- Entry to teacher education via subject and aptitude tests by National Testing Agency (NTA).

- Tests will respect linguistic and cultural diversity.

223. Faculty in Teacher Education
- Diverse faculty profiles with expertise in social sciences, psychology, child development, sciences, mathematics, languages, etc.
- Research and field experience will be valued to strengthen teacher preparation.

224. Ph.D. Training for Teaching
- All Ph.D. entrants, regardless of discipline, must take courses in teaching, pedagogy, evaluation, curriculum design, and academic writing.
- Ph.D. scholars will also have teaching assistantships for practical classroom experience.

225. Continuous Professional Development (CPD)
- In-service training for teachers through existing institutional arrangements will be expanded.
- Platforms like SWAYAM and DIKSHA will deliver large-scale standardized teacher training.

226. National Mission for Mentoring
- A mission will be launched to provide mentoring by retired and senior faculty.
- Focus on professional support and guidance, including training in Indian languages.

Practice MCQs — Chapter 15: Teacher Education

Q1. According to NEP 2020, by which year must all TEIs become multidisciplinary institutions?
a) 2025
b) 2030
c) 2035
d) 2040
Answer: b) 2030

Q2. Which commission exposed malpractice in stand-alone teacher education institutions?
a) Kothari Commission
b) Radhakrishnan Commission
c) Justice J. S. Verma Commission (2012)
d) National Knowledge Commission
Answer: c) Justice J. S. Verma Commission (2012)

Q3. What will be the minimum qualification for school teachers by 2030?
a) 2-year B.Ed.
b) 4-year integrated B.Ed.
c) 1-year B.Ed.
d) Any undergraduate degree
Answer: b) 4-year integrated B.Ed.

Q4. The 4-year integrated B.Ed. will be a:
a) Single-major professional degree
b) Dual-major degree in Education + a specialized subject
c) Diploma-level qualification
d) Distance learning certification
Answer: b) Dual-major degree in Education + a specialized subject

Q5. Which body will conduct entrance tests for teacher education programmes?
a) UGC
b) NTA (National Testing Agency)
c) AICTE
d) NCERT
Answer: b) NTA (National Testing Agency)

Q6. What is the purpose of student-teaching and community service in teacher education?
a) To reduce HEI expenses
b) To give practical exposure and holistic preparation
c) To train teachers only in urban schools
d) To avoid classroom teaching
Answer: b) To give practical exposure and holistic preparation
Q7. What must all Ph.D. entrants complete during doctoral training?
a) A full-time B.Ed. programme
b) Credit-based courses in pedagogy, teaching, and writing
c) Two years of school teaching
d) Only research publications
Answer: b) Credit-based courses in pedagogy, teaching, and writing
Q8. Which online platforms will be expanded for teacher training under NEP 2020?
a) SWAYAM and DIKSHA
b) NPTEL and Swayam Prabha
c) YouTube and Zoom
d) AICTE and ARPIT
Answer: a) SWAYAM and DIKSHA
Q9. The National Mission for Mentoring will involve:
a) Only international faculty
b) Retired and senior faculty providing professional mentoring
c) Student unions guiding teachers
d) Industrial experts only
Answer: b) Retired and senior faculty providing professional mentoring
Q10. Which key values must teacher education programmes emphasize according to NEP 2020?
a) Only technological skills
b) Only Western pedagogy
c) Indian values, ethos, and traditions along with modern pedagogy
d) Industrial training only
Answer: c) Indian values, ethos, and traditions along with modern pedagogy

Chapter 16: Reimagining Vocational Education

227. Current Status of Vocational Education in India
- Only <5% of workforce (age 19–24) has received formal vocational education.
- Comparisons: USA 52%, Germany 75%, South Korea 96%.
- Shows urgent need for expansion in India.

228. Structural Issues
- Traditionally limited to Grades 11–12 and dropouts.
- Lack of pathways into higher education for vocational graduates.
- Before NSQF (2013), no vertical mobility between vocational and general education.

229. Social Perception Issues
- Vocational education seen as inferior to academic education.
- Viewed as suitable only for students who cannot cope with mainstream education.
- Leads to reluctance among students and families.

230. Integration with Mainstream Education
- Vocational education to be integrated at all levels:

    - Early exposure in middle & secondary school.
    - Continued pathways into higher education.
- Goal: Every student learns at least one vocation, with exposure to more.
- Emphasis on dignity of labour and Indian arts/artisanship.

231. 2025 Target

- 50% of learners in school & higher education to have vocational exposure.
- Supports SDG 4.4 and demographic dividend.
- GER (Gross Enrolment Ratio) will also account for vocational learners.

232. Implementation Mechanisms

- Secondary schools to collaborate with ITIs, polytechnics, and local industries.
- Skill labs in a hub-and-spoke model for resource sharing.
- HEIs to offer vocational education independently or with industry/NGOs.
- Vocational options available in all Bachelor's programmes including B.Voc.
- HEIs can run short-term certificate courses (including soft skills).

233. Lok Vidya

- Traditional vocational knowledge of India to be included.
- Courses may also be offered via ODL mode.

234. National Coordination

- National Committee for the Integration of Vocational Education (NCIVE) to be set up.
- Will include experts, ministries, and industry reps.
- Task: Oversee integration across institutions.

235. Innovation and Models

- Early adopters to experiment with innovative models.
- Successful models to be scaled via NCIVE.
- Apprenticeships & incubation centres in HEIs in partnership with industry.

236. NSQF Expansion

- National Skills Qualifications Framework to be detailed for each field.
- Indian standards aligned with ILO's ISCO (International Standard Classification of Occupations).
- Basis for Recognition of Prior Learning (RPL) to reintegrate dropouts.
- Credit-based system will allow mobility between vocational and general education.

Practice MCQs — Chapter 16: Reimagining Vocational Education

Q1. What percentage of India's workforce (19–24 years) has received formal vocational education?

a) Less than 5%

b) 15%

c) 25%

d) 40%

Answer: a) Less than 5%

Q2. Which framework introduced in 2013 provided vertical mobility between vocational and general education?

a) RUSA

b) NSQF (National Skills Qualifications Framework)

c) SSA

d) UGC Skill Framework

Answer: b) NSQF

Q3. Vocational education is often wrongly perceived as:

a) Equal to academic education

b) A prestigious option
c) Inferior and meant for weaker students
d) A mandatory part of all degrees
Answer: c) Inferior and meant for weaker students
Q4. By which year does NEP 2020 aim to ensure that at least 50% of learners have vocational exposure?
a) 2022
b) 2025
c) 2030
d) 2035
Answer: b) 2025
Q5. Which collaboration model will help schools integrate vocational education?
a) Hub-and-Spoke Skill Labs with ITIs and industries
b) Only online platforms
c) Exclusive vocational schools without linkages
d) Pairing with private schools
Answer: a) Hub-and-Spoke Skill Labs with ITIs and industries
Q6. What is ‘Lok Vidya’ as per NEP 2020?
a) A national online portal for skill learning
b) Traditional vocational knowledge developed in India
c) International vocational certification scheme
d) A private sector skill initiative
Answer: b) Traditional vocational knowledge developed in India
Q7. Which national body will oversee vocational integration under NEP 2020?
a) NCERT
b) UGC
c) NCIVE (National Committee for Integration of Vocational Education)
d) AICTE
Answer: c) NCIVE
Q8. What is the role of incubation centres in HEIs under vocational education reforms?
a) To replace classrooms with industries
b) To encourage innovation, skill development, and industry partnership
c) To provide only theoretical training
d) To host cultural activities
Answer: b) To encourage innovation, skill development, and industry partnership
Q9. Which international system will Indian vocational standards align with?
a) OECD Standards
b) UNESCO Education Guidelines
c) ILO’s International Standard Classification of Occupations (ISCO)
d) WTO Trade Skills Framework
Answer: c) ILO’s International Standard Classification of Occupations (ISCO)
Q10. What is the purpose of Recognition of Prior Learning (RPL) under NSQF?
a) To award honorary degrees
b) To allow dropouts to re-enter education using their work experience
c) To replace higher education completely
d) To eliminate vocational education
Answer: b) To allow dropouts to re-enter education using their work experience

Chapter 17: Catalysing Quality Academic Research

237. Importance of Research in Nation-Building
- Research drives economic growth, societal well-being, and cultural progress.
- Historically, prosperous civilizations (India, Mesopotamia, Greece, etc.) thrived due to knowledge creation in science, art, and culture.

238. Modern-Day Relevance
- Urgent need due to global challenges: climate change, AI, biotechnology, digital economy, population dynamics.
- Research ensures self-reliance and adaptation of global innovations.

239. Low Investment in Research
- India invests only 0.69% of GDP in R&D.
- Comparisons: USA 2.8%, Israel 4.3%, South Korea 4.2%.

240. Interdisciplinary Nature of Research
- India's challenges (water, sanitation, education, healthcare, environment, energy) demand science + social sciences + humanities approaches.
- Arts, culture, and humanities research are as vital as STEM for identity and intellectual enrichment.

241. Universities as Research Hubs
- Strong research culture enhances quality of teaching & learning.
- Global examples show best teaching occurs in research-rich universities.

242. India's Tradition of Knowledge Creation
- Ancient India contributed in mathematics, medicine, phonetics, literature, agriculture, and philosophy.
- NEP 2020 emphasizes regaining leadership as a global knowledge society.

243. Policy's Comprehensive Approach
- Transformations across education:
    - School education to promote discovery-based learning & critical thinking.
    - Career counselling to nurture research-oriented students.
    - UG curriculum to include research & internships.
    - Faculty promotion tied to research output.
    - Regulatory reforms to support innovation & autonomy.

244. Establishment of National Research Foundation (NRF)
- NRF's overarching role: promote a culture of research across universities.
- Provides merit-based, peer-reviewed funding with equity.
- Focus on State universities & institutions with weak research culture.
- Recognizes and implements research via links with government, industry, philanthropy.

245. Coordination with Existing Agencies
- Existing funders (DST, DBT, DAE, ICAR, ICMR, ICHR, UGC, etc.) will continue.
- NRF ensures synergy, avoids duplication, and aligns efforts.
- Independent governance by a rotating Board of top researchers & innovators.

246. Primary Activities of NRF

a) Fund peer-reviewed research across all disciplines.

b) Seed & mentor research at institutions with nascent capabilities.

c) Liaison between researchers, government, and industry to align research with national needs.

d) Recognize & reward outstanding research contributions.

Practice MCQs — Chapter 17: Catalysing Quality Academic Research

Q1. What percentage of India's GDP is currently invested in research and development?

a) 2.8%

b) 4.3%
c) 0.69%
d) 1.5%
Answer: c) 0.69%
Q2. Which countries invest more than 4% of GDP in research, as per NEP 2020 comparisons?
a) USA and Germany
b) Israel and South Korea
c) UK and Canada
d) France and Japan
Answer: b) Israel and South Korea
Q3. Which types of research does NEP 2020 emphasize as equally important for national progress?
a) Science only
b) Arts, humanities, social sciences, and sciences
c) Technology only
d) Pure mathematics only
Answer: b) Arts, humanities, social sciences, and sciences
Q4. Which statement best describes the role of research in higher education institutions?
a) It is only supplementary to teaching
b) It improves teaching and develops vibrant academic environments
c) It replaces all teaching responsibilities
d) It is optional and limited to select universities
Answer: b) It improves teaching and develops vibrant academic environments
Q5. What is the primary goal of the National Research Foundation (NRF)?
a) To control university recruitment
b) To provide reliable, merit-based, peer-reviewed funding and foster a research culture
c) To regulate higher education institutions directly
d) To replace UGC and DST entirely
Answer: b) To provide reliable, merit-based, peer-reviewed funding and foster a research culture
Q6. Which agencies will continue funding research independently even after NRF is established?
a) Only DST
b) DST, DBT, DAE, ICAR, ICMR, ICHR, UGC
c) UGC and AICTE only
d) Only private organizations
Answer: b) DST, DBT, DAE, ICAR, ICMR, ICHR, UGC
Q7. Who will govern the NRF?
a) Ministry of Education directly
b) A rotating Board of Governors with leading researchers & innovators
c) State Education Departments
d) Only Members of Parliament
Answer: b) A rotating Board of Governors with leading researchers & innovators
Q8. Which of the following is not a primary function of NRF?
a) Funding competitive research proposals
b) Mentoring nascent research institutions
c) Acting as a liaison between research and government/industry
d) Replacing teaching activities in universities
Answer: d) Replacing teaching activities in universities

Q9. Why is interdisciplinary research emphasized in NEP 2020?
a) It reduces costs
b) India's societal challenges require solutions combining science, social sciences, and humanities
c) It is easier to manage than specialized research
d) It avoids international collaboration
Answer: b) India's societal challenges require solutions combining science, social sciences, and humanities
Q10. What role does recognition of research play in NRF's framework?
a) Only financial support
b) Rewarding and highlighting outstanding research achievements
c) Avoiding duplication of teaching
d) Monitoring student admissions
Answer: b) Rewarding and highlighting outstanding research achievements

Chapter 18: Transforming the Regulatory System of Higher Education

247. Current Issues with Regulation

- Regulation in higher education has been heavy-handed, centralized, and ineffective.
- Problems include concentration of power, conflicts of interest, lack of accountability, and weak outcomes.

248. Functional Separation Principle

- Four essential functions will be separated:
    1. Regulation
    2. Accreditation
    3. Funding
    4. Academic Standard Setting
- Each will be handled by independent, empowered bodies.

249. Higher Education Commission of India (HECI)

- Acts as an umbrella body with four verticals for:
    - NHERC → Regulation
    - NAC → Accreditation
    - HEGC → Funding
    - GEC → Academic Standards

250. NHERC (National Higher Education Regulatory Council)

- A single regulator for higher education (excluding medical and legal).
- Will regulate in a "light but tight" manner.
- Focus areas: financial probity, governance, online disclosure of finances, faculty, courses, outcomes.
- HEIs must maintain updated public websites with mandated information.
- Grievances and feedback (including from differently-abled students) will be addressed online.

251. NAC (National Accreditation Council)

- Acts as a meta-accrediting body.
- Accredits institutions based on norms, self-disclosure, governance, and outcomes.
- Independent accrediting agencies will function under NAC supervision.
- Short-term: graded accreditation with benchmarks for autonomy.
- Long-term: binary accreditation (accredited/not accredited) in line with global practice.

252. HEGC (Higher Education Grants Council)

- Handles funding and scholarships.
- Allocates funds transparently based on Institutional Development Plans (IDPs) and progress.
- Supports development of new programmes and disciplines.

253. GEC (General Education Council)

- Frames graduate attributes (expected learning outcomes).
- Develops National Higher Education Qualification Framework (NHEQF) aligned with NSQF.
- Sets norms for credit transfer, equivalence, and lifelong learning pathways.
- Ensures students acquire 21st-century skills and employability attributes.

254. Role of Professional Standard Setting Bodies (PSSBs)

- Councils like ICAR, VCI, NCTE, CoA, NCVET will become PSSBs.
- They will:
    - Define curricula & standards in their disciplines.
    - Coordinate teaching, research, and extension.
    - Act as members of GEC, but will have no regulatory powers.

255. Transparency & Accountability

- HECI and its verticals will function with public disclosure, faceless and tech-driven regulation.
- Penalties for false disclosures by institutions.
- Independent expert-led bodies with integrity and public service record will govern.

256. Enabling New HEIs & Expansion

- Easier procedures for establishing quality HEIs with adequate financial backing.
- Support for high-performing HEIs to expand in student numbers, faculty, and disciplines.
- Promotion of Public-Philanthropic Partnership models.

Practice MCQs — Chapter 18

Q1. What is the main problem with the current higher education regulatory system in India?

a) Too much autonomy

b) Excessive concentration of power and conflicts of interest

c) Lack of institutions

d) Overfunding of private HEIs

Answer: b) Excessive concentration of power and conflicts of interest

Q2. What is the umbrella body proposed by NEP 2020 for higher education regulation?

a) UGC

b) AICTE

c) HECI

d) NAC

Answer: c) HECI

Q3. Which function will be performed by the National Higher Education Regulatory Council (NHERC)?

a) Accreditation

b) Funding

c) Regulation

d) Academic Standards

Answer: c) Regulation

Q4. Which vertical of HECI will act as a meta-accrediting body?

a) NHERC

b) NAC

c) HEGC

d) GEC

Answer: b) NAC

Q5. The Higher Education Grants Council (HEGC) will primarily deal with:

a) Curriculum setting

b) Financial funding and scholarships

c) Student discipline

d) Accreditation of HEIs
Answer: b) Financial funding and scholarships
Q6. What framework will be developed by the General Education Council (GEC)?
a) National Skills Development Plan
b) National Higher Education Qualification Framework (NHEQF)
c) National Accreditation Benchmark Framework
d) National Funding Strategy
Answer: b) National Higher Education Qualification Framework (NHEQF)
Q7. Professional councils like ICAR, NCTE, and CoA will be restructured as:
a) Funding bodies
b) Accreditation agencies
c) Professional Standard Setting Bodies (PSSBs)
d) Regulators of HEIs
Answer: c) Professional Standard Setting Bodies (PSSBs)
Q8. How will accreditation be conducted in the long term as per NEP 2020?
a) Based on student enrollment
b) Binary system: accredited or not accredited
c) By fees charged
d) By faculty size
Answer: b) Binary system: accredited or not accredited
Q9. Which principle guides the new regulatory system under HECI?
a) “Heavy but loose” regulation
b) “Light but tight” regulation
c) “Optional regulation”
d) “Self-regulation without oversight”
Answer: b) “Light but tight” regulation
Q10. What type of partnerships will be promoted to expand access to higher education?
a) Industry-only partnerships
b) International PPP models
c) Public-Philanthropic Partnership models
d) Private donor-only models
Answer: c) Public-Philanthropic Partnership models

Chapter 19: Effective Governance and Leadership for HEIs

257. Importance of Governance & Leadership
- Strong governance and merit-based leadership are the hallmarks of world-class institutions.
- Governance fosters a culture of innovation, accountability, and excellence.

258. Self-Governing Institutions
- All HEIs in India will gradually become independent, self-governing institutions over 15 years.
- Achieved through graded accreditation and autonomy.

259. Establishment of Board of Governors (BoG)
- Each institution will have a BoG with highly qualified, competent, and committed members.
- BoG empowered to:
    - Govern independently (free of external interference).
    - Make all appointments, including the Head of the institution.
    - Take governance decisions.

260. Legislation for BoGs

- A new overarching law will define:
    - Constitution, functioning, rules, and responsibilities of BoGs.
    - Member selection process by an expert committee appointed by the BoG.
    - Equity and inclusivity in member selection.
- All HEIs will be supported to adopt empowered BoGs by 2035.

261. Accountability of BoGs

- BoG must maintain transparency through public self-disclosures.
- Responsible for compliance with HECI/NHERC guidelines.

262. Selection of Institutional Leaders

- Heads and leadership roles only for persons with:
    - High academic qualifications.
    - Proven administrative & leadership skills.
    - Commitment to Constitutional values, teamwork, pluralism, social responsibility.
- Selection done by BoG through an Eminent Expert Committee (EEC).

263. Leadership Succession & Stability

- Tenure stability ensures institutional culture continuity.
- Leadership changes planned with overlaps → ensures smooth transitions.
- Outstanding leaders identified early and nurtured through leadership ladders.

264. Institutional Development Plan (IDP)

- Each HEI must create a strategic IDP, developed with participation of:
    - BoG, leaders, faculty, staff, and students.
- IDPs used for:
    - Initiatives & self-assessment.
    - Progress tracking.
    - Basis for further public funding.

265. Institutional Commitments

- In exchange for autonomy and support, HEIs must commit to:
    - Institutional excellence.
    - Community engagement.
    - Highest standards of financial probity and accountability.

Practice MCQs — Chapter 19

Q1. What is the key factor in creating a culture of excellence in higher education institutions?

a) Funding alone

b) Student enrolment

c) Effective governance and leadership

d) Technology adoption

Answer: c) Effective governance and leadership

Q2. Over what period will HEIs in India become fully self-governing under NEP 2020?

a) 5 years

b) 10 years

c) 15 years

d) 20 years

Answer: c) 15 years

Q3. Which body will govern higher education institutions independently?

a) HECI

b) BoG (Board of Governors)

c) UGC

d) AICTE
Answer: b) BoG (Board of Governors)
Q4. Who will select new members of the BoG?
a) Ministry of Education
b) NHERC
c) The BoG itself via an expert committee
d) University Vice-Chancellor
Answer: c) The BoG itself via an expert committee
Q5. By which year should all HEIs aim to have empowered Boards of Governors?
a) 2030
b) 2035
c) 2040
d) 2025
Answer: b) 2035
Q6. The BoG will be accountable to stakeholders through:
a) Closed-door decision making
b) Public self-disclosures of records
c) Ministry approvals
d) Student union votes
Answer: b) Public self-disclosures of records
Q7. Leadership positions in HEIs will be selected through:
a) Student elections
b) Eminent Expert Committee (EEC) appointed by BoG
c) Ministry nominations
d) Faculty vote
Answer: b) Eminent Expert Committee (EEC) appointed by BoG
Q8. Why is stability of leadership tenure important?
a) To delay reforms
b) To maintain institutional culture and continuity
c) To increase student enrolment
d) To reduce financial costs
Answer: b) To maintain institutional culture and continuity
Q9. What strategic document must every HEI prepare for growth and funding?
a) Institutional Growth Tracker
b) Institutional Development Plan (IDP)
c) National Education Plan
d) Higher Education Charter
Answer: b) Institutional Development Plan (IDP)
Q10. What must HEIs demonstrate in exchange for autonomy and support?
a) Increased tuition fees
b) Student union recognition
c) Excellence, community engagement, and financial probity
d) Political neutrality only
Answer: c) Excellence, community engagement, and financial probity

Part III. Other key areas of focus

Chapter 20: Professional Education

266. Nature of Professional Education

- Professional preparation involves:
  - Ethic and importance of public purpose
  - Education in discipline
  - Education for practice
- Must include critical, interdisciplinary thinking, debate, research, and innovation.
- Should not occur in isolation of one's specialty.

267. Integration into Higher Education

- Professional education is an integral part of higher education.
- Stand-alone institutions (agriculture, law, health sciences, technical) → evolve into multidisciplinary institutions by 2030.
- Institutions will aim to offer both general and professional education seamlessly.

268. Agricultural Education

- Currently, agriculture universities = 9% of universities, but enrolment < 1%.
- Need to expand both capacity and quality of agricultural and allied disciplines.
- Focus:
  - Skilled graduates and technicians
  - Innovative research
  - Market-linked extension services
- Professionals should combine local knowledge, traditional wisdom, and emerging technologies.
- Must address climate change, declining productivity, food security.
- Institutions should directly benefit local communities (e.g., Agricultural Technology Parks).

269. Legal Education

- Must be globally competitive and adopt best practices & technology.
- Should reflect Constitutional values of justice, democracy, rule of law, and human rights.
- Curricula must integrate:
  - Socio-cultural contexts
  - History of legal thought & jurisprudence
- State law institutions may offer bilingual education (English + State language).

270. Healthcare Education

- To be re-envisioned: structure and duration aligned with role requirements.
- Students assessed regularly on primary & secondary care skills.
- Must be integrative:
    - Allopathic students → basic knowledge of AYUSH.
    - AYUSH students → exposure to allopathic principles.
- Greater focus on preventive healthcare & community medicine.

271. Technical Education

- Covers engineering, technology, management, architecture, town planning, pharmacy, hotel management, catering, etc.
- Critical to India's development and innovation.
- Requires strong industry–academia collaboration.
- Integration with other disciplines to break silos.
- Focus on cutting-edge fields:
    - Artificial Intelligence (AI)
    - Machine Learning (ML)
    - Big Data Analysis
    - 3D Machining
    - Genomics, Biotechnology, Nanotechnology, Neuroscience
- Applications across health, environment, and sustainability.

Practice MCQs — Chapter 20

Q1. Professional education must centrally involve:
a) Only subject specialization
b) Public purpose, discipline, and practice
c) Vocational training alone
d) Industrial internships only
Answer: b) Public purpose, discipline, and practice

Q2. By which year should professional and general education institutions integrate seamlessly?
a) 2025
b) 2030
c) 2035
d) 2040
Answer: b) 2030

Q3. What percentage of Indian universities are agricultural universities?
a) 1%
b) 9%
c) 15%
d) 25%
Answer: b) 9%

Q4. Current enrolment in agricultural and allied sciences in India is:
a) 10% of HE enrolment
b) 5% of HE enrolment
c) Less than 1% of HE enrolment
d) 20% of HE enrolment
Answer: c) Less than 1% of HE enrolment

Q5. Which initiative can directly link agricultural education to communities?
a) Smart Libraries
b) Agricultural Technology Parks

c) Digital Education Cells
d) Virtual Research Labs
Answer: b) Agricultural Technology Parks
Q6. Legal education must integrate:
a) Only international case law
b) Socio-cultural contexts and Constitutional values
c) Purely technical law drafting
d) Business law only
Answer: b) Socio-cultural contexts and Constitutional values
Q7. What type of bilingual education is recommended for state law institutions?
a) English and French
b) English and the State's language
c) English and Hindi only
d) English and Sanskrit
Answer: b) English and the State's language
Q8. Healthcare education under NEP 2020 emphasizes:
a) Exclusively modern medicine
b) Exclusively traditional AYUSH systems
c) Integrative knowledge of allopathic and AYUSH systems
d) Management skills only
Answer: c) Integrative knowledge of allopathic and AYUSH systems
Q9. Technical education must focus on cutting-edge areas like:
a) Machine learning, AI, genomics
b) Classical languages only
c) Primary teaching
d) Traditional crafts alone
Answer: a) Machine learning, AI, genomics
Q10. Which collaboration is essential for strengthening technical education?
a) Industry–community collaboration
b) Industry–academia collaboration
c) Teacher–student collaboration
d) State–international collaboration
Answer: b) Industry–academia collaboration

Chapter 21: Adult Education and Lifelong Learning

272. Adult Education as a Right

- Literacy, basic education, and livelihood opportunities are basic rights of every citizen.
- Literacy strongly correlates with economic development (GDP per capita).

273. Disadvantages of Non-Literacy

- Illiteracy prevents individuals from:
    - Managing financial transactions
    - Filling job/service forms
    - Using digital tools (internet, email, apps)
    - Understanding safety/health information
    - Assisting children's education
    - Exercising basic rights and civic participation
- Non-literacy keeps individuals trapped in low productivity jobs.

274. Role of Community & Volunteerism
- Volunteerism and community mobilization are key success factors.
- Successful adult literacy programmes → higher child education demand + stronger social reforms.
- Example: National Literacy Mission (1988–2011) greatly improved literacy rates, especially among women.

275. Strong Government Initiatives
- Government will initiate innovative, tech-enabled adult education programmes to achieve 100% literacy quickly.

276. Adult Education Curriculum Framework
- A new NCERT body will design the framework covering 5 types of programmes:
    1. Foundational Literacy & Numeracy
    2. Critical Life Skills (financial, digital, health, childcare, family welfare)
    3. Vocational Skills Development (local employment focus)
    4. Basic Education (school equivalency – preparatory to secondary)
    5. Continuing Education (arts, science, technology, culture, recreation, advanced life skills)

277. Shared Infrastructure
- Schools, public libraries, and community centres will serve as Adult Education Centres (AECs) after hours.
- HEIs and vocational centres will also support adult education.

278. Educators and Volunteers
- Adult educators trained at national, state, and district levels.
- Volunteers from HEIs and community encouraged to serve as tutors/mentors.
- NGO and civil society partnerships to expand reach.

279. Community Participation
- Social workers will help identify non-literate adults during field visits.
- Community publicity campaigns will promote awareness about adult education.

280. Strengthening Libraries
- Modernized libraries in schools, HEIs, and communities.
- Initiatives: rural libraries, mobile libraries, children's libraries, social book clubs, digital libraries.
- Books to be affordable, accessible, multilingual, and inclusive.

281. Role of Technology
- ICT, apps, e-books, online platforms, and TV/radio channels will enhance reach.
- Blended and online learning models encouraged.
- Government and private sector collaborations to innovate adult education.

Practice MCQs — Chapter 21

Q1. Literacy and basic education are viewed under NEP 2020 as:
a) Optional social services
b) Privileges for the educated elite
c) Basic rights of every citizen
d) A responsibility of NGOs alone
Answer: c) Basic rights of every citizen

Q2. Which of the following is NOT a disadvantage of illiteracy?
a) Inability to fill forms for jobs
b) Difficulty in using digital tools
c) Improved civic participation
d) Limited access to higher-paying jobs
Answer: c) Improved civic participation

Q3. Which mission launched in 1988 significantly improved India's literacy?
a) Sarva Shiksha Abhiyan
b) National Literacy Mission
c) Digital India Mission
d) Skill India Mission
Answer: b) National Literacy Mission
Q4. How many programme types are included in the Adult Education Curriculum Framework?
a) Three
b) Four
c) Five
d) Six
Answer: c) Five
Q5. Which of the following is NOT a component of Adult Education Curriculum?
a) Foundational literacy & numeracy
b) Vocational skills development
c) Critical life skills
d) Doctoral research studies
Answer: d) Doctoral research studies
Q6. Adult Education Centres (AECs) will mainly operate from:
a) Police stations
b) Schools, libraries, and HEIs after hours
c) Shopping malls
d) Cinema halls
Answer: b) Schools, libraries, and HEIs after hours
Q7. Who will play a key role as volunteer tutors in adult education?
a) Retired army officials
b) HEI students, community members, NGOs
c) Bank employees only
d) Corporate lawyers only
Answer: b) HEI students, community members, NGOs
Q8. Strengthening of libraries under NEP 2020 for adult education includes:
a) Mobile libraries and social book clubs
b) Exclusive use for children
c) Restricting access to rural areas
d) English-only book collections
Answer: a) Mobile libraries and social book clubs
Q9. Which technology-based options are promoted for adult learning?
a) Apps, online courses, TV channels, e-books
b) Only blackboard teaching
c) Postal letters for assignments
d) Print newspapers only
Answer: a) Apps, online courses, TV channels, e-books
Q10. The NCERT's new adult education body will design curricula in synergy with:
a) Election Commission of India
b) World Trade Organization
c) Existing NCERT school curriculum expertise

d) Central Board of Excise and Customs
Answer: c) Existing NCERT school curriculum expertise

Chapter 22: Promotion of Indian Languages, Arts, and Culture

282. India's Cultural Wealth
- India's culture includes arts, literature, traditions, heritage, handicrafts, yoga, philosophy, music, films, etc.
- Preservation and promotion of culture are vital for national identity and economic growth (e.g., tourism, handicrafts, films).

283. Importance of Cultural Awareness
- Culture builds identity, belonging, and appreciation of diversity.
- Cultural awareness fosters self-esteem, societal well-being, and harmony.

284. Arts in Education
- Arts enhance cognitive development, creativity, happiness, and social awareness.
- Arts must be introduced from early childhood to higher education.

285. Language as a Carrier of Culture
- Language shapes perception, tone, and conversation style.
- Culture is embedded in language; therefore, preserving culture requires preserving languages.

286. Threat to Indian Languages
- India has lost 220 languages in 50 years.
- 197 languages are endangered (UNESCO).
- Many unscripted tribal languages risk extinction without preservation efforts.

287. Weaknesses in Current Language Promotion
- Even 22 scheduled languages face difficulties.
- Need for:
    - High-quality textbooks & learning materials
    - Vocabulary/dictionary updates
    - Translations from global languages
    - Experiential language teaching

288. Strengthening Language & Culture Education
- More experiential learning and conversational focus.
- Recruiting local artists, writers, and craftspersons as master instructors.
- Incorporating tribal and indigenous knowledge across subjects.
- Flexibility in curriculum to allow students to pursue creative and cultural paths.

289. Higher Education Initiatives
- Establish strong departments of Indian languages, literature, music, philosophy, arts.
- Train high-quality teachers via dual-degree B.Ed. programmes.
- HEIs to appoint Artists-in-Residence for student exposure.
- More bilingual instruction in HEIs to improve GER and access.

290. Professional & Research Opportunities
- Programmes in Translation, Interpretation, Archaeology, Museum Administration, Conservation, Graphic Design, Web Design.
- Promote tourism, heritage preservation, and employment in cultural sectors.

291. National Initiatives
- Ek Bharat Shreshtha Bharat: student tours to 100 destinations for cultural exposure.
- Establish Indian Institute of Translation and Interpretation (IITI) for multilingual translation.
- Expand Sanskrit, classical, and tribal language studies into multidisciplinary universities.

- Create National Institutes for Pali, Persian, Prakrit, and strengthen Indology/arts research.

292. Role of Technology & Documentation

- Web-based platforms/wiki to document endangered languages, folk traditions, arts, stories, etc.
- Universities + communities will contribute content.
- NRF to fund related research.

293. Incentives & Scholarships

- Scholarships for Indian Languages, Arts, and Culture studies.
- Awards/prizes for literature, poetry, journalism in Indian languages.
- Proficiency in Indian languages will be part of employment qualifications.

Practice MCQs — Chapter 22

Q1. Why is the preservation of Indian culture considered a high priority?
a) It strengthens military defence
b) It preserves national identity and boosts the economy
c) It is mandated by UNESCO
d) It is only for tourism purposes
Answer: b) It preserves national identity and boosts the economy

Q2. Which factor is seen as inseparable from art and culture?
a) Geography
b) Politics
c) Language
d) Economics
Answer: c) Language

Q3. According to UNESCO, how many Indian languages are endangered?
a) 220
b) 197
c) 50
d) 96%
Answer: b) 197

Q4. What is the key weakness in current Indian language promotion?
a) Excessive teachers
b) Lack of updated dictionaries and materials
c) Too many translations from Indian to foreign languages
d) Over-dependence on technology
Answer: b) Lack of updated dictionaries and materials

Q5. Which initiative promotes cultural tours for students to 100 destinations?
a) Bharat Darshan Scheme
b) Ek Bharat Shreshtha Bharat
c) National Skill Mission
d) Swachh Bharat Abhiyan
Answer: b) Ek Bharat Shreshtha Bharat

Q6. Which new institution will be set up for multilingual translation and interpretation?
a) National Skill Development Institute
b) Indian Institute of Translation and Interpretation (IITI)
c) National Language Academy
d) Bharat Multilingual Centre
Answer: b) Indian Institute of Translation and Interpretation (IITI)

Q7. Which ancient language will be mainstreamed with strong offerings in schools and HEIs?
a) Pali
b) Sanskrit
c) Persian
d) Prakrit
Answer: b) Sanskrit
Q8. Which of the following is NOT part of higher education initiatives for arts and culture?
a) Artist-in-Residence programmes
b) Dual B.Ed. programmes in Indian languages
c) Exclusive English-only education
d) Programmes in Archaeology and Conservation
Answer: c) Exclusive English-only education
Q9. Which tool will play a major role in documenting and preserving endangered languages?
a) Political debates
b) Web-based platforms and wikis
c) Handwritten archives only
d) Annual census surveys
Answer: b) Web-based platforms and wikis
Q10. Scholarships and prizes in Indian languages aim to:
a) Promote migration abroad
b) Ensure use and vibrancy of Indian languages
c) Discourage use of tribal languages
d) Replace English education entirely
Answer: b) Ensure use and vibrancy of Indian languages

Chapter 23: Technology Use and Integration

294. India & Technology in Education
- India is a global ICT leader; Digital India drives a digitally empowered society.
- Technology and education influence each other; tech can transform teaching, learning, assessment, and administration.

295. Rapidly Evolving Tech Landscape
- Emerging technologies (AI, ML, blockchain, VR/AR, smart devices, adaptive testing) will change both *what* and *how* students learn.
- Many impacts are unpredictable — continuous research is needed.

296. Evidence-based Adoption
- Technology interventions should be rigorously and transparently evaluated in context before scaling.
- NETF (National Educational Technology Forum) will be created as an autonomous platform to advise, research, and facilitate best practice sharing.

297. NETF Roles
- Provide independent evidence-based advice to governments.
- Build intellectual and institutional capacity in educational technology.
- Identify strategic thrust areas and new research directions.
- Organize conferences/workshops and maintain authentic data flows from innovators and practitioners.

298. Objectives of Tech Integration
- Improve teaching–learning and evaluation.
- Support teacher preparation and CPD.

- Enhance access (including remote and Divyang students).
- Streamline planning, management, admissions, attendance, assessments, etc.

299. Content & Platforms
- Rich educational software/e-content will be developed in major Indian languages and made accessible (e.g., DIKSHA, SWAYAM).
- CIET will be strengthened to expand DIKSHA and ed-tech initiatives.
- Platforms will include user ratings/reviews to improve quality and usability.

300. Accessibility & Inclusion
- Tech resources must be usable in remote areas and by Divyang students; multilingual content is essential.
- Equipment and training for teachers to integrate e-content are required.

301. Disruptive Technologies & Preparedness
- NETF will categorize emergent disruptive technologies and recommend education-system responses.
- MHRD will formally recognize disruptive technologies and the NRF will boost research in those areas.

302. NRF & Research in Disruptive Tech
- NRF may pursue core research, applied research, and international collaborations (example: AI in health, agriculture, climate).
- HEIs will contribute to research and prototype instructional materials.

303. HEIs: Role in Scaling & Skill Delivery
- HEIs should create courses (in-class & online), scale training, and provide job-ready skilling in emerging tech areas.
- Autonomy to partner with institutional/non-institutional providers for training is encouraged.

304. Curriculum & Programmes
- Universities to offer Masters/Ph.D. in core tech areas (e.g., ML) and multidisciplinary "AI + X" programmes.
- Integrate online courses (SWAYAM) into undergraduate and vocational programmes; blend online with in-class teaching.

305. Job Shifts, Deskilling/Reskilling
- Disruptive tech will make some jobs redundant and create new roles — policy emphasizes efficient reskilling/upskilling and training for associated tasks (e.g., data annotation).

306. Ethics, Data, and Public Awareness
- Education must build awareness of data privacy, laws, standards, and ethical issues around AI and other technologies.
- Discussion of disruptive tech and its societal implications should be included in curricula and continuing education.

307. Priority Tech Areas beyond AI
- Green tech: renewable energy, water conservation, sustainable farming, environmental preservation — these shall receive prioritized attention in education and research.

10 MCQs — Chapter 23

Q1. What is the primary purpose of creating the National Educational Technology Forum (NETF)?

a) To replace DIKSHA as the national platform

b) To provide independent, evidence-based advice and facilitate ed-tech research and best-practice sharing

c) To regulate private ed-tech companies' pricing

d) To certify teachers for online teaching

Answer: b) To provide independent, evidence-based advice and facilitate ed-tech research and best-practice sharing

Q2. Which of the following is *not* identified as an example of disruptive technology in this chapter?
a) Artificial Intelligence (AI)
b) Blockchain
c) 3D/7D Virtual Reality
d) Steam engine
Answer: d) Steam engine
Q3. Which platform is specifically mentioned as a repository for teaching–learning e-content in Indian languages?
a) Coursera
b) DIKSHA
c) edX
d) Khan Academy
Answer: b) DIKSHA
Q4. Before scaling a technology intervention in education, the policy requires that it should be:
a) Free for all users
b) Open-source only
c) Rigorously and transparently evaluated in relevant contexts
d) Approved by private ed-tech companies
Answer: c) Rigorously and transparently evaluated in relevant contexts
Q5. Who will expand research efforts when MHRD formally recognizes a new disruptive technology?
a) NETF alone
b) The National Research Foundation (NRF)
c) Private companies only
d) School Management Committees
Answer: b) The National Research Foundation (NRF)
Q6. For equitable access, educational software must be:
a) Only in English
b) Available in major Indian languages and accessible to Divyang students and remote users
c) Expensive to ensure quality
d) Limited to urban schools only
Answer: b) Available in major Indian languages and accessible to Divyang students and remote users
Q7. Which activity is an example of HEIs supporting the AI value chain in the short term?
a) Offering only theoretical courses in AI
b) Training students in low-expertise tasks like data annotation and image classification
c) Banning all AI-related work on campus
d) Removing programming courses from curricula
Answer: b) Training students in low-expertise tasks like data annotation and image classification
Q8. A permanent task of NETF will include:
a) Running school cafeterias
b) Categorizing emergent technologies by potential and timeframe for disruption
c) Granting degrees to students in ed-tech
d) Auditing school finances
Answer: b) Categorizing emergent technologies by potential and timeframe for disruption
Q9. Which ethical/data-related area must education raise awareness about according to the policy?
a) Celebrity gossip management
b) Data privacy, data-handling standards, and ethical issues related to AI
c) How to hack AI systems

d) How to avoid all technology use
Answer: b) Data privacy, data-handling standards, and ethical issues related to AI
Q10. In addition to AI, which broad technology themes are prioritized for attention in education (chapter 23)?
a) Sports analytics only
b) Renewable energy, water conservation, sustainable farming, and environmental preservation
c) Only blockchain for financial sectors
d) None — only AI matters
Answer: b) Renewable energy, water conservation, sustainable farming, and environmental preservation

Chapter 24: Online and Digital Education

308. Rationale for Online Education

- Epidemics/pandemics (e.g., COVID-19) have shown the need for alternative quality education delivery modes.
- Online/digital learning offers opportunities but also risks (addiction, inequity, loss of social/affective learning).
- NEP emphasizes carefully designed pilot studies before scaling.

309. Eliminating the Digital Divide

- Digital benefits can be leveraged only if access is equitable.
- Affordable devices, connectivity, and Digital India initiatives are critical.
- Mass media (TV, radio, community radio) will supplement digital learning for underprivileged learners.

310. Teacher Preparedness & Pedagogy

- Good classroom teachers may not automatically excel in online teaching.
- Training in online pedagogy, content creation, student engagement, and ethical assessment is essential.
- Teacher incentives and continuous development will be emphasized.

311. Key Initiatives under Policy
a) Pilot Studies: By NETF, CIET, NIOS, IGNOU, IITs, NITs — to evaluate online methods and risks.
b) Digital Infrastructure: Open, interoperable, evolvable systems for scale, diversity, device penetration.
c) Online Platforms/Tools: Expansion of SWAYAM, DIKSHA with structured tools, two-way audio/video.
d) Content Creation & Repository: Coursework, games, AR/VR, gamification of art/culture, multilingual access.
e) Digital Divide Solutions: 24/7 educational content via TV, radio, and community radio; multilingual focus.
f) Virtual Labs: For equal access to practical/experiment-based learning; pre-loaded tablets for SEDGs.
g) Teacher Training & Incentives: Training in pedagogy, content creation, facilitation of engagement.
h) Online Assessments: New frameworks by PARAKH, Boards, NTA — competency-based, portfolios, rubrics, analytics.
i) Blended Learning Models: Combine in-person with online learning; subject-appropriate adaptations.
j) Standards & Guidelines: NETF and others to set standards for content, pedagogy, technology.
312. Equity & Inclusivity

- Focus on ensuring access for SEDGs, regional languages, and Divyang students.
- Technology use should not deepen inequality but bridge educational gaps.

10 MCQs — Chapter 24
Q1. Which event highlighted the need for robust online/digital education alternatives?
a) Economic liberalization

b) Epidemics and pandemics
c) GST reforms
d) Urbanization
Answer: b) Epidemics and pandemics
Q2. Which campaign is critical for bridging the digital divide in India?
a) Make in India
b) Digital India
c) Swachh Bharat Abhiyan
d) Skill India
Answer: b) Digital India
Q3. According to NEP 2020, which assumption is *incorrect* about online teaching?
a) A good classroom teacher will automatically be a good online teacher
b) Online pedagogy needs different training
c) Online assessments need new approaches
d) Teachers need incentives and training for digital teaching
Answer: a) A good classroom teacher will automatically be a good online teacher
Q4. Which of the following is *not* listed as a limitation of online education?
a) Performing arts and practicals are difficult to teach fully online
b) Limited interactivity without experiential design
c) Network and power disruptions
d) Excessive government funding
Answer: d) Excessive government funding
Q5. Which institutions will conduct pilot studies on online education?
a) IGNOU, IITs, NITs, CIET, NIOS, NETF
b) Only UGC and AICTE
c) Private schools only
d) Parliament Committees
Answer: a) IGNOU, IITs, NITs, CIET, NIOS, NETF
Q6. Which platforms will be strengthened and extended for online learning under NEP 2020?
a) Coursera and edX
b) SWAYAM and DIKSHA
c) Google Classroom only
d) WhatsApp and Facebook
Answer: b) SWAYAM and DIKSHA
Q7. Which medium will be extensively used to reach students lacking digital access?
a) Telegram
b) Television, radio, and community radio
c) Social media influencers
d) Print advertisements only
Answer: b) Television, radio, and community radio
Q8. What is the primary purpose of Virtual Labs?
a) To replace teachers in schools
b) To allow students equal access to practical and experiment-based learning
c) To teach only computer science
d) To increase school revenue
Answer: b) To allow students equal access to practical and experiment-based learning

Q9. Who will design new online assessment frameworks?
a) UNESCO
b) PARAKH, School Boards, NTA, and other identified bodies
c) Only private ed-tech startups
d) Parents' Associations
Answer: b) PARAKH, School Boards, NTA, and other identified bodies
Q10. Which body will set standards for online/digital teaching-learning content, pedagogy, and technology?
a) NCERT alone
b) NETF and other appropriate bodies
c) Only State Boards
d) Only CBSE
Answer: b) NETF and other appropriate bodies

Part IV. Making it happen

Chapter 25: Strengthening CABE

313. Need for Strengthened Governance

- Implementation of NEP requires:
  - Long-term vision
  - Sustained expertise
  - Concerted action across national, state, institutional, and individual levels.

314. Role of a Strengthened CABE

- CABE will not just be a consultative forum but will:
  - Develop, articulate, evaluate, and revise the vision of education continuously.
  - Review institutional frameworks to ensure progress.
  - Collaborate closely with MoE (formerly MHRD) and State apex bodies.

315. Continuous Policy Alignment

- CABE will ensure sustained monitoring and adjustments to meet educational and cultural development needs.

316. Ministry Name Change

- To re-focus on education and learning, MHRD will be renamed Ministry of Education (MoE).

10 MCQs — Chapter 25 (with options & answers)
Q1. What does NEP 2020 recommend strengthening to ensure successful policy implementation?
a) UGC
b) Central Advisory Board of Education (CABE)

c) NCERT
d) NITI Aayog
Answer: b) Central Advisory Board of Education (CABE)
Q2. Which quality is essential for successful implementation of NEP 2020?
a) Political dominance
b) Long-term vision and sustained expertise
c) Rapid short-term reforms only
d) Exclusive private sector control
Answer: b) Long-term vision and sustained expertise
Q3. The rejuvenated CABE will primarily focus on:
a) Monitoring school inspections only
b) Developing and revising the vision of education
c) Handling board examinations
d) Managing scholarships exclusively
Answer: b) Developing and revising the vision of education
Q4. CABE will work closely with which ministry?
a) Ministry of Skill Development
b) Ministry of Human Resource Development (MHRD)/Ministry of Education (MoE)
c) Ministry of IT
d) Ministry of Finance
Answer: b) Ministry of Human Resource Development (MHRD)/Ministry of Education (MoE)
Q5. Which change in ministry designation is recommended by NEP 2020?
a) Ministry of Education → Ministry of Human Resource Development
b) Ministry of Human Resource Development → Ministry of Education
c) Ministry of Education → Ministry of Learning and Culture
d) No change recommended
Answer: b) Ministry of Human Resource Development → Ministry of Education
Q6. What will CABE do on a continuous basis?
a) Draft annual state budgets
b) Revise educational vision and frameworks
c) Conduct board exams
d) Approve individual teacher postings
Answer: b) Revise educational vision and frameworks
Q7. Why is renaming MHRD to MoE emphasized?
a) To reduce ministry staff
b) To bring focus back on education and learning
c) To integrate with the Finance Ministry
d) To manage universities only
Answer: b) To bring focus back on education and learning
Q8. CABE's mandate will cover:
a) Only central universities
b) Both educational and cultural development issues
c) Only vocational education
d) Only private schools
Answer: b) Both educational and cultural development issues
Q9. CABE will ensure collaboration between:
a) Private schools only

b) MoE and State apex bodies
c) NGOs only
d) Industrial sectors only
Answer: b) MoE and State apex bodies
Q10. The rejuvenated CABE is expected to:
a) Replace NCERT completely
b) Create and review institutional frameworks
c) Only focus on teacher recruitment
d) Manage sports and recreation exclusively
Answer: b) Create and review institutional frameworks

Chapter 26: Financing

317. Investment in Education

- Education is the best investment in a society's future.
- Past target: 6% of GDP (envisioned in 1968, 1986, 1992 policies).
- Current reality: ~4.43% of GDP and ~10% of total government spending.
- This is far below international standards.

318. Policy Endorsement

- Substantial increase in public investment in education by Centre & States.
- Aim: Reach 6% of GDP at the earliest.
- Essential for achieving equitable, high-quality education for India's progress.

319. Critical Areas for Funding

- Universal access and resources.
- Nutritional support (breakfast + midday meals).
- Student safety & well-being.
- Teacher recruitment, training, and development.
- Support for disadvantaged groups (SEDGs).

320. Long-Term Financing Priorities
(a) Universal early childhood care & education (ECCE).
(b) Foundational literacy and numeracy.
(c) Adequate resourcing of school complexes/clusters.
(d) Food and nutrition programmes.
(e) Teacher education and CPD (Continuous Professional Development).
(f) Revamping colleges & universities for excellence.
(g) Promoting research.
(h) Use of technology and online education.
321. Financial Governance and Efficiency

- Issues: funds often unspent at district/institution level.
- Reforms needed:
    - Timely fund flow with probity.
    - Use of GFR (General Financial Rules), PFMS, and 'Just in Time' release.
    - Performance-based funding to States/HEIs.
    - Efficient allocation for SEDGs.
- Regulatory reforms (self-disclosures, autonomy, qualified leadership) will support smoother financing.

322. Role of Private Philanthropy

- Public institutions encouraged to raise private philanthropic funds beyond government support.
- Philanthropy will enhance educational experiences.

323. Tackling Commercialization of Education

- Addressed through:
  - ‘Light but tight’ regulation (public self-disclosure).
  - Heavy public investment.
  - Strong governance in both public & private institutions.
- Higher cost recovery will be explored, but without harming the needy.

10 MCQs — Chapter 26 (with options & answers)

Q1. What was the long-standing target for education spending as a percentage of GDP?
a) 3%
b) 4%
c) 5%
d) 6%
Answer: d) 6%

Q2. What is India’s current public expenditure on education (approx.)?
a) 2% of GDP
b) 4.43% of GDP
c) 7% of GDP
d) 10% of GDP
Answer: b) 4.43% of GDP

Q3. According to NEP 2020, reaching 6% of GDP in education spending is considered:
a) Optional
b) Extremely critical
c) Too ambitious
d) Primarily for private sector
Answer: b) Extremely critical

Q4. Which of the following is a key long-term financing priority?
a) Military training for students
b) Universal ECCE and foundational literacy
c) Building malls near schools
d) Expanding entertainment programmes
Answer: b) Universal ECCE and foundational literacy

Q5. Which mechanism ensures efficient use of government resources in education?
a) PFMS and ‘Just in Time’ release
b) Only manual fund distribution
c) International bank transfers
d) Stock market investment
Answer: a) PFMS and ‘Just in Time’ release

Q6. Performance-based funding under NEP 2020 may be applied to:
a) Private banks
b) States and Higher Education Institutions (HEIs)
c) NGOs only
d) International bodies
Answer: b) States and Higher Education Institutions (HEIs)

Q7. What does NEP 2020 suggest about private philanthropic activity?
a) It should be discouraged in education
b) It should be rejuvenated and supported
c) It should replace public investment

d) It should focus only on private schools
Answer: b) It should be rejuvenated and supported
Q8. Which of these issues is linked to commercialization of education?
a) High teacher quality
b) Public self-disclosure of finances
c) Overemphasis on profit-driven practices
d) Expanding ECCE
Answer: c) Overemphasis on profit-driven practices
Q9. Which areas will receive special financial support under NEP 2020?
a) Luxury hostels
b) SEDGs and underprivileged groups
c) Foreign universities only
d) Sports leagues exclusively
Answer: b) SEDGs and underprivileged groups
Q10. What is one measure to avoid unspent educational funds?
a) Delayed disbursal to institutions
b) Smooth and timely flow of funds with streamlined processes
c) Higher taxation of schools
d) Reduced teacher recruitment
Answer: b) Smooth and timely flow of funds with streamlined processes

Chapter 27: Implementation

324. Dependence on Implementation

- Policy effectiveness relies on systematic and synchronized implementation.
- Multiple bodies involved: MHRD (MoE), CABE, Union & State Governments, NCERT, SCERTs, Boards, NTA, regulatory bodies, schools & HEIs.
- Timelines and review mechanisms essential.

325. Guiding Principles of Implementation

1. Spirit & Intent: True essence of the policy must guide execution.
2. Phased Approach: Each step builds on the previous one.
3. Prioritization: Urgent and critical actions implemented first.
4. Comprehensive Implementation: Policy is holistic — partial adoption won't work.
5. Concurrent Subject: Requires Centre–State collaboration, joint monitoring, and cooperative action.
6. Resource Infusion: Adequate human, infrastructural, and financial resources at Central & State levels are vital.
7. Interlinkages: Careful analysis of connections between initiatives ensures dovetailing.
8. Early Investment: Example — ECCE infrastructure as a strong base.

326. Implementation Mechanisms

- Subject-wise Implementation Committees at Central & State levels.
- Committees will prepare detailed, phased action plans with expert consultation.
- Annual joint reviews of progress by MoE and States → Reports shared with CABE.
- By 2030–2040 decade: Entire policy expected to be in full operational mode.
- Afterward: A comprehensive review will be conducted.

10 MCQs — Chapter 27
Q1. Which factor determines the success of any policy according to NEP 2020?
a) Its drafting process
b) Its implementation

c) Its legal framework
d) Its public awareness campaigns
Answer: b) Its implementation
Q2. Which bodies are responsible for implementing NEP 2020?
a) Only Central Government
b) Only State Governments
c) Multiple bodies including MoE, CABE, NCERT, SCERTs, Boards, and HEIs
d) Private institutions alone
Answer: c) Multiple bodies including MoE, CABE, NCERT, SCERTs, Boards, and HEIs
Q3. What is the first principle of NEP 2020 implementation?
a) Comprehensive coverage
b) Phased roll-out
c) Implementation of the spirit and intent
d) Resource mobilization
Answer: c) Implementation of the spirit and intent
Q4. Why must NEP 2020 be implemented comprehensively?
a) Because it is fragmented
b) Because it is interconnected and holistic
c) Because states demand it
d) Because funding is limited
Answer: b) Because it is interconnected and holistic
Q5. Since education is a concurrent subject, NEP implementation requires:
a) Only State-level responsibility
b) Only Central control
c) Careful planning and joint Centre-State monitoring
d) Private-public partnerships exclusively
Answer: c) Careful planning and joint Centre-State monitoring
Q6. Which of the following is identified as requiring early investment?
a) Higher Education Grants
b) ECCE infrastructure
c) Online assessments
d) Teacher retirement funds
Answer: b) ECCE infrastructure
Q7. What will subject-wise implementation committees at Central and State levels do?
a) Monitor only financial expenditure
b) Develop detailed phased action plans
c) Conduct only teacher training
d) Review only higher education policies
Answer: b) Develop detailed phased action plans
Q8. Who will receive yearly review reports of NEP implementation?
a) NTA
b) CABE
c) Local NGOs
d) Private schools
Answer: b) CABE
Q9. In which decade is the entire NEP 2020 policy expected to be fully operational?
a) 2020–2030

b) 2030–2040
c) 2040–2050
d) 2050–2060
Answer: b) 2030–2040
Q10. What is planned after the full operationalization of NEP 2020?
a) Reduction in funding
b) Another comprehensive review
c) Privatization of education
d) International alignment only
Answer: b) Another comprehensive review

National Education Policy 2020: 400 Multiple Choice Questions

1. Q: What is the title of the policy document provided in the source?
Options:
a) National Policy on Education 1986
b) Ministry of Human Resource Development Policy 2020
c) National Education Policy 2020 [Correct]
d) Right of Children to Free and Compulsory Education Act 2009
Answer: c

2. Q: Which Ministry is currently named (at the time of the policy excerpt) and is desirable to be re-designated as the Ministry of Education (MoE)?
Options:
a) Ministry of Women and Child Development
b) Ministry of Health and Family Welfare

c) Ministry of Human Resource Development [Correct]
d) Ministry of Tribal Affairs
Answer: c

3. Q: What is the global education development agenda reflected in Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015?
Options:
a) Achieving 100% literacy by 2030
b) To ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030 [Correct]
c) Developing India as a global knowledge superpower
d) Reconfiguring the higher education system
Answer: b

4. Q: The aim must be for India to have an education system by which year that is second to none?
Options:
a) 2025
b) 2030
c) 2035
d) 2040 [Correct]
Answer: d

5. Q: The National Education Policy 2020 lays particular emphasis on the development of the creative potential of each individual, based on the principle that education must develop cognitive capacities, as well as which other types of capacities and dispositions?
Options:
a) Economic and political capacities
b) Foundational capacities of literacy and numeracy
c) Social, ethical, and emotional capacities and dispositions [Correct]
d) Physical and material capabilities
Answer: c

6. Q: Which ancient Indian universities are mentioned as having set the highest standards of multidisciplinary teaching and research?
Options:
a) Pataliputra and Varanasi
b) Takshashila, Nalanda, Vikramshila, Vallabhi [Correct]
c) Kannauj and Kashi
d) Ujjain and Mithila
Answer: b

7. Q: Which two key capacities are described as ‘foundational capacities’ that education must develop?
Options:
a) Critical thinking and problem solving
b) Literacy and numeracy [Correct]
c) Social and ethical capacities
d) Creativity and innovation

Answer: b

8. Q: Which previous policy/act laid down legal underpinnings for achieving universal elementary education?
Options:
a) NPE 1986/92
b) Sarva Shiksha Abhiyan
c) Right of Children to Free and Compulsory Education Act 2009 [Correct]
d) Sustainable Development Goal 4
Answer: c

9. Q: What is considered the cornerstone of all educational decisions, ensuring that all students are able to thrive in the education system?
Options:
a) Substantial investment
b) Full equity and inclusion [Correct]
c) Seamless integration across stages
d) Teacher autonomy
Answer: b

10. Q: The previous academic structure (10+2) in school education will be modified with a new pedagogical and curricular restructuring. What is this new structure covering ages 3-18?
Options:
a) 4+4+4+4
b) 5+3+3+4 [Correct]
c) 6+3+3+4
d) 3+5+4+4
Answer: b

11. Q: In the new 5+3+3+4 structure, which stage includes the 3 years of Anganwadi/pre-school/Balvatika (Ages 3-6)?
Options:
a) Preparatory Stage
b) Middle Stage
c) Secondary Stage
d) Foundational Stage [Correct]
Answer: d

12. Q: What percentage of a child's cumulative brain development occurs prior to the age of 6?
Options:
a) 50%
b) 75%
c) Over 85% [Correct]
d) 60%
Answer: c

13. Q: Universal provisioning of quality Early Childhood Development, Care, and Education (ECCE) must be achieved no later than which year, to ensure all students entering Grade 1 are school ready?
Options:
a) 2025
b) 2030 [Correct]
c) 2035
d) 2040
Answer: b

14. Q: The National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) for children up to the age of 8 will be developed by which body?
Options:
a) MHRD
b) SCERT
c) NCERT [Correct]
d) NTA
Answer: c

15. Q: What is the name of the class prior to Class 1 that every child will move to before the age of 5?
Options:
a) Foundational Class
b) Balghar
c) Preparatory Class or “Balavatika” [Correct]
d) Primary Stage
Answer: c

16. Q: For Anganwadi workers/teachers with qualifications of 10+2 and above, what is the duration of the required certificate programme in ECCE?
Options:
a) 3-month certificate
b) 6-month certificate programme [Correct]
c) One-year diploma programme
d) 2-year diploma programme
Answer: b

17. Q: The planning and implementation of early childhood care and education curriculum will be carried out jointly by the Ministries of HRD, Tribal Affairs, and which other two ministries?
Options:
a) Finance and Home Affairs
b) Women and Child Development (WCD) and Health and Family Welfare (HFW) [Correct]
c) Culture and Sports
d) Science and Technology
Answer: b

18. Q: What is the estimated number of students currently in elementary school who have not attained foundational literacy and numeracy (as per various surveys)?
Options:

a) Over 1 crore
b) Over 5 crore [Correct]
c) Over 10 crore
d) Over 50 lakh
Answer: b

19. Q: Attaining foundational literacy and numeracy for all children will become an urgent national mission, with the goal that every student will attain foundational literacy and numeracy by which Grade?
Options:
a) Grade 1
b) Grade 3 [Correct]
c) Grade 5
d) Grade 8
Answer: b

20. Q: What is the name of the mission that will be set up by MHRD on priority to achieve universal foundational literacy and numeracy?
Options:
a) Sarva Shiksha Abhiyan
b) National Mission on Foundational Literacy and Numeracy [Correct]
c) DIKSHA Mission
d) Samagra Shiksha
Answer: b

21. Q: What is the ideal Pupil-Teacher Ratio (PTR) that will be ensured at the level of each school, as per the policy?
Options:
a) Under 40:1
b) Under 30:1 [Correct]
c) Under 25:1
d) Under 20:1
Answer: b

22. Q: For areas having large numbers of socio-economically disadvantaged students, what minimum Pupil-Teacher Ratio (PTR) will be aimed for?
Options:
a) Under 30:1
b) Under 25:1 [Correct]
c) Under 20:1
d) Under 15:1
Answer: b

23. Q: What is the name of the interim 3-month play-based module developed by NCERT and SCERTs to ensure that all students are school ready for Grade 1?
Options:
a) Balavatika curriculum
b) Foundational Stage curriculum

c) School readiness module
d) School preparation module [Correct]
Answer: d

24. Q: Where will a national repository of high-quality resources on foundational literacy and numeracy be made available?
Options:
a) NCERT website
b) SWAYAM platform
c) Digital Infrastructure for Knowledge Sharing (DIKSHA) [Correct]
d) National Testing Agency portal
Answer: c

25. Q: What nutrition measure is recommended, in addition to midday meals, to leverage morning hours for cognitively demanding subjects?
Options:
a) Providing hot meals in all locations
b) Providing a simple but energizing breakfast [Correct]
c) Extending the midday meal programme to older students
d) Offering health supplements
Answer: b

26. Q: What is the goal Gross Enrolment Ratio (GER) in preschool to secondary level (age 3-18) targeted for achievement by 2030?
Options:
a) 79.3%
b) 90.9%
c) 100% [Correct]
d) 50%
Answer: c

27. Q: As per the 75th round household survey by NSSO in 2017-18, what was the number of out of school children in the age group of 6 to 17 years?
Options:
a) 5 crore
b) 1.5 crore
c) 3.22 crore [Correct]
d) 10 crore
Answer: c

28. Q: What are the three levels offered by the National Institute of Open Schooling (NIOS) that are equivalent to Grades 3, 5, and 8 of the formal school system?
Options:
a) Primary, Middle, Secondary
b) Foundational, Preparatory, Middle
c) A, B and C levels [Correct]
d) Grade 3, Grade 5, Grade 8

Answer: c

29. Q: What ages does the Preparatory Stage (3 years) cover in the new 5+3+3+4 structure?
Options:
a) Ages 6-8 (Grades 1-2)
b) Ages 8-11 (Grades 3-5) [Correct]
c) Ages 11-14 (Grades 6-8)
d) Ages 14-18 (Grades 9-12)
Answer: b

30. Q: What types of learning experiences will define the Foundational Stage curriculum?
Options:
a) Subject-oriented study
b) Flexible, multilevel, play/activity-based learning [Correct]
c) Focus on abstract concepts
d) Vocational skill integration
Answer: b

31. Q: What will be the key overall thrust of curriculum and pedagogy reform across all stages?
Options:
a) Increasing content complexity
b) Moving away from rote learning towards real understanding and learning how to learn [Correct]
c) Prioritizing academic streams over vocational streams
d) Increasing the weight of school bags
Answer: b

32. Q: What concept involves reducing curriculum content in each subject to its core essentials to make space for critical thinking and inquiry-based learning?
Options:
a) Experiential learning
b) Reduce curriculum content to enhance essential learning [Correct]
c) Multidisciplinary education
d) Foundational literacy
Answer: b

33. Q: What specific pedagogical approach utilizes various aspects and forms of art and culture as the basis for learning concepts across subjects?
Options:
a) Sports-integrated education
b) Story-telling-based pedagogy
c) Art-integration [Correct]
d) Inquiry-driven learning
Answer: c

34. Q: What is defined as a cross-curricular pedagogical approach that utilizes physical activities including indigenous sports, in pedagogical practices?
Options:

a) Art-integration
b) Experiential learning
c) Sports-integration [Correct]
d) Holistic development
Answer: c

35. Q: What is recommended regarding the medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond?
Options:
a) Hindi
b) English
c) The home language/mother tongue/local language/regional language [Correct]
d) Sanskrit
Answer: c

36. Q: According to the Policy, how many of the three languages learned by children must be native to India, under the greater flexibility of the three-language formula?
Options:
a) One
b) At least two [Correct]
c) All three
d) Zero
Answer: b

37. Q: Under which initiative will every student participate in a fun project/activity on ‘The Languages of India’, sometime in Grades 6-8?
Options:
a) Fit India Movement
b) Digital India Campaign
c) ‘Ek Bharat Shrestha Bharat’ initiative [Correct]
d) Sarva Shiksha Abhiyan
Answer: c

38. Q: Sanskrit possesses a classical literature that is greater in volume than the combined literature of which two languages?
Options:
a) French and German
b) Latin and Greek [Correct]
c) Pali and Prakrit
d) Tamil and Telugu
Answer: b

39. Q: What category of foreign languages (e.g., Korean, Japanese, Thai, French, German, Spanish, Portuguese, and Russian) will be offered at the secondary level?
Options:
a) Classical languages
b) Indian languages

c) Foreign languages [Correct]
d) Tribal languages
Answer: c

40. Q: What specific subject area, besides mathematics, will receive increased emphasis throughout the school years, starting with the foundational stage?
Options:
a) Humanities
b) Fine Arts
c) Computational thinking [Correct]
d) Vocational crafts
Answer: c

41. Q: What specific activities involving coding will be introduced in the Middle Stage (Grades 6-8)?
Options:
a) Data science
b) Activities involving coding [Correct]
c) Machine learning
d) Artificial Intelligence
Answer: b

42. Q: How long is the "bagless period" during Grades 6-8 where students intern with local vocational experts such as carpenters or potters?
Options:
a) 5-day
b) 10-day [Correct]
c) 20-day
d) 1 semester
Answer: b

43. Q: What is the name of the comprehensive curricular framework for school education that will be formulated by NCERT based on the principles of NEP 2020?
Options:
a) NCFTE
b) NHERC
c) National Curricular Framework for School Education (NCFSE 2020-21) [Correct]
d) NCPFECCE
Answer: c

44. Q: The holistic progress card will include self-assessment and peer assessment, and progress of the child in which types of learning activities?
Options:
a) Rote memorization exercises only
b) Quizzes, role plays, group work, portfolios, project-based and inquiry-based learning [Correct]
c) Summative assessments only
d) Standardized entrance tests
Answer: b

45. Q: To further eliminate the ‘high stakes’ aspect of Board Exams, how many occasions will all students be allowed to take Board Exams during any given school year?
Options:
a) One occasion only
b) Up to two occasions (one main and one for improvement) [Correct]
c) Three occasions
d) Annually, based on the course load
Answer: b

46. Q: In which Grades will all students take school examinations, conducted by the appropriate authority, to track progress throughout the school years?
Options:
a) Grades 4, 7, and 9
b) Grades 3, 5, and 8 [Correct]
c) Grades 5, 8, and 10
d) Grades 1, 6, and 12
Answer: b

47. Q: What is the proposed National Assessment Centre called, which will function as a standard-setting body under MHRD?
Options:
a) NTA
b) DIKSHA
c) PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) [Correct]
d) NCERT
Answer: c

48. Q: What is the minimum number of hours of Continuous Professional Development (CPD) that each teacher will be expected to participate in every year?
Options:
a) 25 hours
b) At least 50 hours [Correct]
c) 75 hours
d) 100 hours
Answer: b

49. Q: By which year will a common guiding set of National Professional Standards for Teachers (NPST) be developed?
Options:
a) 2021
b) 2022 [Correct]
c) 2025
d) 2030
Answer: b

50. Q: By which year will teacher education gradually be moved into multidisciplinary colleges and universities?
Options:
a) 2025
b) 2030 [Correct]
c) 2035
d) 2040
Answer: b

51. Q: By 2030, what will be the minimum degree qualification for teaching?
Options:
a) A 2-year B.Ed.
b) A 4-year integrated B.Ed. degree [Correct]
c) A Master's degree
d) A 1-year B.Ed.
Answer: b

52. Q: What is the duration of the specialized B.Ed. programme offered for those who have already obtained Bachelor's Degrees in other subjects?
Options:
a) 1-year B.Ed.
b) 2-year B.Ed. [Correct]
c) 4-year integrated B.Ed.
d) 5-year integrated programme
Answer: b

53. Q: What is the full form of NCFTE?
Options:
a) National Committee for Foundational Teacher Education
b) National Curriculum Framework for Teacher Education [Correct]
c) New Certification Framework for Testing Eligibility
d) National Council for Technical Education
Answer: b

54. Q: Socio-Economically Disadvantaged Groups (SEDGs) are broadly categorized based on gender, socio-cultural, geographical, disabilities, and what fifth condition?
Options:
a) Political affiliation
b) Socio-economic conditions [Correct]
c) Academic performance
d) International exposure
Answer: b

55. Q: According to U-DISE 2016-17 data, the enrolment fraction of Scheduled Tribes (ST) students falls from 10.6% at the primary level to what percentage at the higher secondary level?
Options:
a) 17.3%

b) 6.8% [Correct]
c) 1.1%
d) 19.6%
Answer: b

56. Q: Regions of the country with large populations from educationally-disadvantaged SEDGs should be declared as what?
Options:
a) Aspirational Districts
b) High Priority Regions
c) Special Education Zones (SEZs) [Correct]
d) Knowledge Hubs
Answer: c

57. Q: What fund will the Government of India constitute to provide equitable quality education for all girls as well as transgender students?
Options:
a) Social Justice Fund
b) 'Gender-Inclusion Fund' [Correct]
c) Inclusion Fund
d) Equity and Access Fund
Answer: b

58. Q: Which residential schools will be strengthened and expanded to increase the participation (up to Grade 12) of girls from socio-economically disadvantaged backgrounds?
Options:
a) Jawahar Navodaya Vidyalayas
b) Kendriya Vidyalayas
c) Kasturba Gandhi Balika Vidyalayas [Correct]
d) Ashramshalas
Answer: c

59. Q: Which Act defines inclusive education as a 'system of education wherein students with and without disabilities learn together...' and is completely endorsed by the Policy?
Options:
a) Right to Education Act 2009
b) Rights of Persons with Disabilities (RPWD) Act 2016 [Correct]
c) Sarva Shiksha Abhiyan
d) National Policy on Education 1986
Answer: b

60. Q: According to U-DISE 2016–17 data, nearly what percentage of India's public primary schools have less than 30 students?
Options:
a) 5%
b) 14.8%
c) Nearly 28% [Correct]

d) 50%
Answer: c

61. Q: What structure, first suggested by the Education Commission (1964–66), does this Policy strongly endorse for greater resource efficiency and effective functioning of schools?
Options:
a) Stand-alone schools
b) Kendriya Vidyalayas
c) School complex/cluster [Correct]
d) Centralized board system
Answer: c

62. Q: Every State will be encouraged to strengthen existing or establish what kind of facility where children of all ages can visit once a week to partake in art-related, career-related, and play-related activities?
Options:
a) Samajik Chetna Kendra
b) Cluster Resource Centres
c) Bal Bhavans [Correct]
d) DIETs
Answer: c

63. Q: What may the un-utilized capacity of school infrastructure be used for during non-teaching hours?
Options:
a) Only administrative work
b) Samajik Chetna Kendra [Correct]
c) Teacher evaluation centers
d) Private tutoring sessions
Answer: b

64. Q: The Department of School Education (DSE) will be responsible for overall monitoring and policymaking, but will NOT be involved with which two functions, to ensure due focus and eliminate conflict of interest?
Options:
a) Academic matters and curriculum setting
b) Provision/operation of schools and regulation of schools [Correct]
c) Financing and accreditation
d) Hiring teachers and managing school complexes
Answer: b

65. Q: Which independent, State-wide body will States/UTs set up to establish a minimal set of standards (e.g., safety, basic infrastructure, financial probity) for all schools?
Options:
a) State Council of Educational Research and Training (SCERT)
b) State School Standards Authority (SSSA) [Correct]
c) Directorate of School Education (DSE)
d) National Assessment Centre (PARAKH)
Answer: b

66. Q: The overall goal of the school education regulatory system is to improve educational outcomes while ensuring the integrity of the system through the enforcement of complete transparency and full public disclosure of which areas?
Options:
a) Educational outcomes and infrastructure only
b) All finances, procedures, and educational outcomes [Correct]
c) Teacher hiring procedures only
d) Student assessment marks only
Answer: b

67. Q: The Centre and States will work together to increase public investment in the Education sector to reach what percentage of GDP at the earliest?
Options:
a) 4.43%
b) 5%
c) 6% of GDP [Correct]
d) 7%
Answer: c

68. Q: What is the goal Gross Enrolment Ratio (GER) in higher education including vocational education targeted for achievement by 2035?
Options:
a) 26.3%
b) 40%
c) 50% [Correct]
d) 60%
Answer: c

69. Q: By 2040, what is the desired size range for student enrolments in all Higher Education Institutions (HEIs)?
Options:
a) At least 500
b) Preferably in the thousands [Correct]
c) At least 5,000
d) Over 10,000
Answer: b

70. Q: The main thrust of this policy regarding higher education is to end fragmentation by transforming HEIs into large multidisciplinary institutions, each of which will aim to have at least how many students?
Options:
a) 1,000 or more
b) 3,000 or more students [Correct]
c) 5,000 or more
d) 10,000 or more
Answer: b

71. Q: What is the maximum duration of the undergraduate degree program, which will have multiple entry and exit points?
Options:
a) 2 years
b) 3 years
c) Either 3 or 4-year duration [Correct]
d) 5 years
Answer: c

72. Q: What certification is awarded after completing 2 years of study in a discipline or field of the undergraduate program (with multiple exit options)?
Options:
a) A certificate
b) A diploma [Correct]
c) A Bachelor's degree
d) A specialization certificate
Answer: b

73. Q: What is the name of the digital repository that shall be established to digitally store the academic credits earned from various recognized HEIs?
Options:
a) Digital Infrastructure for Knowledge Sharing (DIKSHA)
b) Academic Bank of Credit (ABC) [Correct]
c) National Research Foundation (NRF)
d) National Higher Education Qualifications Framework (NHEQF)
Answer: b

74. Q: Which post-graduate program shall be discontinued under the new structure for higher education?
Options:
a) Ph.D. programme
b) M.Ed. programme
c) The M.Phil. programme [Correct]
d) B.Voc. degrees
Answer: c

75. Q: What are the model public universities for holistic and multidisciplinary education, at par with IITs and IIMs, called?
Options:
a) HEIs
b) ACs
c) MERUs (Multidisciplinary Education and Research Universities) [Correct]
d) NRF Centers
Answer: c

76. Q: What system will HEIs move to for assessment, that judges student achievement based on the learning goals for each programme?
Options:

a) Absolute grading system
b) Relative grading system
c) Criterion-based grading system [Correct]
d) Pass/Fail system
Answer: c

77. Q: By 2030, all stand-alone Teacher Education Institutions (TEIs) will be required to convert to what?
Options:
a) Specialized research centers
b) Vocational training institutes
c) Multidisciplinary institutions [Correct]
d) Affiliated colleges
Answer: c

78. Q: The 4-year integrated B.Ed. will be a dual-major holistic Bachelor's degree in Education as well as what else?
Options:
a) Physical Education and Sports only
b) A specialized subject (e.g., language, history, mathematics) [Correct]
c) Early Childhood Care and Education
d) Foundational Literacy and Numeracy
Answer: b

79. Q: What is the minimum percentage of learners through the school and higher education system that shall have exposure to vocational education by 2025?
Options:
a) 25%
b) At least 50% [Correct]
c) 75%
d) 90%
Answer: b

80. Q: Which body will MHRD constitute to oversee the integration of vocational education into mainstream education?
Options:
a) NCVET
b) National Committee for the Integration of Vocational Education (NCIVE) [Correct]
c) NRF
d) GEC
Answer: b

81. Q: What percentage of GDP is the research and innovation investment in India currently?
Options:
a) 6%
b) 2.8%
c) 4.43%
d) Only 0.69% of GDP [Correct]

Answer: d

82. Q: What is the overarching goal of the newly envisioned National Research Foundation (NRF)?
Options:
a) To replace existing research funding bodies
b) To only fund core science research
c) To enable a culture of research to permeate through universities [Correct]
d) To coordinate all regulatory functions of higher education
Answer: c

83. Q: The regulatory system of higher education will ensure that four distinct functions are performed by distinct, independent, and empowered bodies. Which umbrella institution will house these four structures?
Options:
a) National Testing Agency (NTA)
b) Higher Education Commission of India (HECI) [Correct]
c) National Research Foundation (NRF)
d) Ministry of Education (MoE)
Answer: b

84. Q: Which vertical of HECI will function as the common, single point regulator for the higher education sector (excluding medical and legal education)?
Options:
a) NAC
b) HEGC
c) National Higher Education Regulatory Council (NHERC) [Correct]
d) GEC
Answer: c

85. Q: The second vertical of HECI, the National Accreditation Council (NAC), will function as a what?
Options:
a) Funding body
b) Standard setting body
c) ‘meta-accrediting body’ [Correct]
d) Research coordination body
Answer: c

86. Q: Which vertical of HECI will carry out funding and financing of higher education based on transparent criteria?
Options:
a) NHERC
b) Higher Education Grants Council (HEGC) [Correct]
c) NAC
d) GEC
Answer: b

87. Q: What body will formulate the National Higher Education Qualification Framework (NHEQF)?
Options:

a) NHERC
b) NAC
c) General Education Council (GEC) [Correct]
d) NTA
Answer: c

88. Q: By what mechanism will the system of ‘affiliated colleges’ be gradually phased out over a period of fifteen years?
Options:
a) By merging all colleges immediately
b) Through a system of graded autonomy [Correct]
c) By mandatory closure
d) By increasing tuition fees
Answer: b

89. Q: What concept is emphasized for all students of allopathic medical education regarding traditional systems?
Options:
a) Strict separation of systems
b) Integrative healthcare education, with a basic understanding of AYUSH systems [Correct]
c) Focus solely on diagnostics
d) Training only in advanced surgical techniques
Answer: b

90. Q: What specific infrastructure will be established to promote technology incubation and dissemination and promote sustainable methodologies in the agricultural sector?
Options:
a) Rural Vocational Centers
b) Agricultural Technology Parks [Correct]
c) Climate Science Institutes
d) Organic Farming Clubs
Answer: b

91. Q: What will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, and administration?
Options:
a) DIKSHA
b) SWAYAM
c) National Educational Technology Forum (NETF) [Correct]
d) Central Institute of Educational Technology (CIET)
Answer: c

92. Q: Who will fund or expand research efforts in a newly formally recognized disruptive technology (like AI)?
Options:
a) MHRD
b) NETF

c) The National Research Foundation (NRF) [Correct]
d) CIET
Answer: c

93. Q: India will urgently expand its translation and interpretation efforts. Which new institution will be established for this purpose?
Options:
a) National Institute for Languages (NIL)
b) Indian Institute of Translation and Interpretation (IITI) [Correct]
c) Sanskrit Knowledge Systems Research Center
d) The Languages of India Center
Answer: b

94. Q: Academies will be established for each of the languages mentioned in which Schedule of the Constitution of India to determine simple yet accurate vocabulary?
Options:
a) Fifth Schedule
b) Sixth Schedule
c) Seventh Schedule
d) Eighth Schedule [Correct]
Answer: d

95. Q: What specific disruptive technology, besides Artificial Intelligence (AI), is mentioned as having emerged and posing a transformation threat to the education system?
Options:
a) Bio-hacking
b) 3D/7D Virtual Reality [Correct]
c) Quantum computing
d) Gene editing
Answer: b

96. Q: In the decade of 2030-40, what state will the entire policy be in, following which another comprehensive review will be undertaken?
Options:
a) Planning mode
b) Pilot testing mode
c) An operational mode [Correct]
d) Revision mode
Answer: c

97. Q: What is the full form of PARAKH?
Options:
a) Planning and Research for Academic Knowledge
b) Performance, Analysis, Review and Knowledge Hub
c) Policy and Regulation for Assessment of Holistic Knowledge
d) Performance Assessment, Review, and Analysis of Knowledge for Holistic Development [Correct]
Answer: d

98. Q: What is the full form of HECI?
Options:
a) Health and Environmental Care Initiative
b) Higher Education Curriculum Initiative
c) Higher Education Commission of India [Correct]
d) Holistic Education and Cultural Integration
Answer: c

99. Q: What is the full form of NHERC?
Options:
a) National Health and Education Regulatory Council
b) National Higher Education Regulatory Council [Correct]
c) National Holistic Education Review Committee
d) New Higher Education Resources Corporation
Answer: b

100. Q: What is the full form of CIET?
Options:
a) Central Institute for Educational Testing
b) Central Institute of Educational Technology [Correct]
c) Curriculum Integration and Evaluation Team
d) Center for International Education Training
Answer: b

101. Q: Which ancient Indian literary work described a good education as knowledge of the 64 Kalaas or arts?
Options:
a) The Upanishads
b) Hitopadesh
c) Banabhatta’s Kadambari [Correct]
d) Panchatantra
Answer: c

102. Q: What is cited as the best tool for achieving economic and social mobility, inclusion, and equality?
Options:
a) Technology integration
b) Vocational skills
c) Education [Correct]
d) Financial incentives
Answer: c

103. Q: What concept is emphasized as being critical for developing a research mindset in the country?
Options:
a) Foundational literacy
b) Inclusion of research and internships in the undergraduate curriculum [Correct]
c) Rote memorization

d) Early streaming into specialized fields
Answer: b

104. Q: What is the highest priority of the education system in the short term, regarding Foundational Literacy and Numeracy?
Options:
a) Achieving universal FLN by Grade 5
b) Achieving universal FLN in primary school by 2025 [Correct]
c) Setting up NRF
d) Implementing the 5+3+3+4 structure
Answer: b

105. Q: What mechanism for funding HEIs will be based on transparent criteria, including Institutional Development Plans (IDPs)?
Options:
a) Central Government budget allocation
b) Higher Education Grants Council (HEGC) [Correct]
c) Private donor funding
d) National Research Foundation (NRF) grants
Answer: b

106. Q: What concept is promoted by ensuring continuity across all levels of education, from early childhood care and education to school education to higher education?
Options:
a) Standardization of assessment
b) Synergy in curriculum [Correct]
c) Merit-based promotions
d) Increased funding
Answer: b

107. Q: Who will mentor the ECCE training of Anganwadi workers/teachers by holding at least one monthly contact class for continuous assessment?
Options:
a) NCERT
b) Ministry of Women and Child Development
c) The Cluster Resource Centres of the School Education Department [Correct]
d) Local primary school principals
Answer: c

108. Q: What is the name of the new institution that will be established to focus on Languages?
Options:
a) National Institute for Pali, Persian and Prakrit
b) Sanskrit Knowledge Systems Center
c) A new institution for Languages will be established [Correct]
d) The Languages of India Institute
Answer: c

109. Q: The Middle Stage (Grades 6-8) will introduce subject teachers for teaching more abstract concepts in which core areas?
Options:
a) Humanities, Arts, and Sports
b) Sciences, mathematics, arts, social sciences, and humanities [Correct]
c) Only vocational subjects
d) Foundational literacy and numeracy
Answer: b

110. Q: In which specific area of school life will teachers have more autonomy?
Options:
a) Setting teacher salaries
b) Choosing aspects of pedagogy [Correct]
c) Deciding school infrastructure
d) Appointing principals
Answer: b

111. Q: To whom will the results of school examinations in Grades 3, 5, and 8 be disclosed by schools?
Options:
a) Only MHRD
b) Public disclosure (anonymized student outcomes) [Correct]
c) Only the local administration
d) NTA
Answer: b

112. Q: What major problem currently faced by the higher education system is listed as leading to low standards of undergraduate education?
Options:
a) Limited faculty autonomy
b) Large affiliating universities [Correct]
c) Over-emphasis on research
d) Limited student access
Answer: b

113. Q: By which year will all HEIs firstly plan to become multidisciplinary?
Options:
a) 2035
b) 2040
c) 2030 [Correct]
d) 2025
Answer: c

114. Q: What term defines a large multidisciplinary HEI that grants undergraduate degrees and is primarily focused on undergraduate teaching?
Options:
a) Research-intensive University
b) Teaching-intensive University

c) Autonomous degree-granting College (AC) [Correct]
d) MERU
Answer: c

115. Q: What type of training is required for faculty or public representatives/communicators of their chosen disciplines, for all fresh Ph.D. entrants?
Options:
a) Mandatory research publications
b) Intensive mathematics training
c) Credit-based courses in teaching/education/pedagogy/writing [Correct]
d) Financial accounting classes
Answer: c

116. Q: Which commission (2012) noted that a majority of stand-alone TEIs are not attempting serious teacher education but are essentially selling degrees for a price?
Options:
a) Kothari Commission
b) Justice J. S. Verma Commission [Correct]
c) Radhakrishnan Commission
d) NEP 1986 Review Committee
Answer: b

117. Q: In countries like South Korea, what percentage of the workforce in the age group of 19–24 receives formal vocational education?
Options:
a) 52%
b) 75%
c) 96% [Correct]
d) Less than 5%
Answer: c

118. Q: What specific area of traditional knowledge will be made accessible to students through integration into vocational education courses?
Options:
a) Sanskrit Knowledge Systems
b) Lok Vidya [Correct]
c) Traditional art forms
d) Global literature
Answer: b

119. Q: What percentage of all universities in the country do Agricultural Universities comprise?
Options:
a) Less than 1%
b) 9% [Correct]
c) 26.3%
d) 50%
Answer: b

120. Q: Which kind of training is required for teachers to be effective online educators, since being a good traditional teacher does not guarantee online effectiveness?
Options:
a) Subject content mastery
b) Suitable training and development in pedagogy [Correct]
c) Financial management
d) Digital marketing skills
Answer: b

121. Q: What key element must be standardized across the country for use by students with hearing impairment?
Options:
a) Braille Script
b) Local Dialects
c) Indian Sign Language (ISL) [Correct]
d) Adaptive Testing Technology
Answer: c

122. Q: The vision of this Policy is rooted in which overarching ethos?
Options:
a) Global economic principles
b) Indian ethos [Correct]
c) Western pedagogical systems
d) Industrial production
Answer: b

123. Q: What is the full form of NCPFECCE?
Options:
a) National Council for Pre-primary Education and Curriculum
b) National Curricular and Pedagogical Framework for Early Childhood Care and Education [Correct]
c) National Commission on Professional and Foundational Education
d) New Curriculum Pathway for Foundational Education and Child Care
Answer: b

124. Q: The curriculum in ECCE includes a focus on developing social capacities, sensitivity, good behaviour, courtesy, ethics, personal and public cleanliness, teamwork, and what other key capacity?
Options:
a) Competition
b) Cooperation [Correct]
c) Financial literacy
d) Data science
Answer: b

125. Q: What is considered the primary goal of overhauling the service environment and culture of schools?
Options:
a) To reduce non-teaching workload

b) To maximize the ability of teachers to do their jobs effectively [Correct]
c) To increase school complex size
d) To introduce online computerized transfers
Answer: b

126. Q: What is the highest recommendation of this policy regarding the structure of higher education?
Options:
a) Moving to small, specialized colleges
b) Moving to large multidisciplinary universities and HEI clusters [Correct]
c) Increasing affiliation size
d) Discontinuing all research
Answer: b

127. Q: What concept is promoted by encouraging the twinning/pairing of one public school with one private school?
Options:
a) Competition
b) Cooperation and positive synergy [Correct]
c) Mandatory mergers
d) Standardized fees
Answer: b

128. Q: The National Policy on Education 1986, modified in 1992 (NPE 1986/92), is largely dealt with in this Policy. What did its implementation focus largely on?
Options:
a) Research outcomes
b) Issues of access and equity [Correct]
c) Teacher recruitment
d) Higher education restructuring
Answer: b

129. Q: Who will perform the certification of competencies of students at the school-leaving stage in the State?
Options:
a) SCERT
b) Boards of Assessment/Examination [Correct]
c) SSSA
d) Directorate of School Education
Answer: b

130. Q: What are 'Sanskrit Knowledge Systems'?
Options:
a) The literature of Latin and Greek
b) The vast treasures of mathematics, philosophy, grammar, music, politics, medicine, architecture, metallurgy, drama, poetry, etc., written in Sanskrit [Correct]
c) Only the ancient grammar texts
d) Modern technological advancements

Answer: b

131. Q: To whom is the Board of Governors (BoG) of an autonomous HEI responsible and accountable?
Options:
a) The Central Government
b) The State Government
c) Stakeholders through transparent self-disclosures [Correct]
d) The National Testing Agency
Answer: c

132. Q: The implementation of this Policy will be guided by the principle that only a full-fledged implementation, and not a piecemeal one, will ensure the desired objectives are achieved. What is this principle called?
Options:
a) Phased implementation
b) Timely infusion
c) Comprehensiveness in implementation [Correct]
d) Prioritization
Answer: c

133. Q: What must all institutions offering professional or general education aim to organically evolve into by 2030?
Options:
a) Only specialized research centers
b) Institutions/clusters offering both seamlessly, and in an integrated manner [Correct]
c) Stand-alone vocational centers
d) Private philanthropic organizations
Answer: b

134. Q: What should all HEIs (public and private) strive for regarding financial standards to combat commercialization?
Options:
a) Maximizing surplus generation
b) Being held to similar standards of audit and disclosure as a 'not-for-profit' entity [Correct]
c) Charging high, unregulated fees
d) Minimizing public disclosure
Answer: b

135. Q: To support students from socio-economically disadvantaged backgrounds, universities and colleges will be required to set up what?
Options:
a) Financial auditing committees
b) High-quality support centres [Correct]
c) New research labs
d) Specialized departments in philosophy
Answer: b

136. Q: What are two of the three primary activities of the National Research Foundation (NRF)?
Options:
a) Funding competitive peer-reviewed grant proposals and seeding/growing research at academic institutions [Correct]
b) Regulating HEIs and conducting entrance exams
c) Setting up infrastructure and managing teacher transfers
d) Creating the National Curriculum Framework and training Anganwadi workers
Answer: a

137. Q: What concept should every child learn at least one of, and be exposed to several more, to emphasize the dignity of labour?
Options:
a) A foreign language
b) A vocation [Correct]
c) Classical literature
d) Advanced mathematics
Answer: b

138. Q: What is the intent of expanding the National Scholarship Portal?
Options:
a) To manage NRF grants
b) To support, foster, and track the progress of students receiving scholarships [Correct]
c) To regulate private HEIs
d) To conduct entrance examinations
Answer: b

139. Q: Why is the preservation and promotion of India’s cultural wealth considered a high priority?
Options:
a) Only for cultural enrichment
b) For the nation’s identity and for its economy [Correct]
c) To attract military personnel
d) To restrict access to foreign ideas
Answer: b

140. Q: The NCPFECCE will be developed in two parts: a sub-framework for 3-8 year-olds, and a sub-framework for whom?
Options:
a) 6-18 year-olds
b) 0-3 year-olds [Correct]
c) 8-11 year-olds
d) 11-14 year-olds
Answer: b

141. Q: What kind of training will B.Ed. programmes include regarding pedagogy for diverse learners?
Options:
a) Teaching children with disabilities and teaching children with special interests or talents [Correct]
b) Only rote learning techniques

c) Only high-stakes assessment
d) Only lecturing
Answer: a

142. Q: What entity may continue to carry out the National Achievement Survey (NAS) until the establishment of PARAKH?
Options:
a) MHRD
b) NTA
c) NCERT [Correct]
d) CBSE
Answer: c

143. Q: What major shift is required in the culture of our schooling system's assessment?
Options:
a) From testing rote memorization to competency-based, formative assessment [Correct]
b) From continuous assessment to summative testing
c) From localized to centralized testing
d) From qualitative to quantitative assessment
Answer: a

144. Q: What is the full form of NTA?
Options:
a) National Training Academy
b) National Teaching Association
c) National Testing Agency [Correct]
d) National Technical Accreditation
Answer: c

145. Q: What is the full form of GEC?
Options:
a) Gross Enrolment Commission
b) Global Education Corporation
c) General Education Council [Correct]
d) Government Expert Committee
Answer: c

146. Q: What organization will function as a Professional Standard Setting Body (PSSB) under the General Education Council (GEC), besides regulating teacher education?
Options:
a) NHERC
b) NCTE [Correct]
c) NIOS
d) DIET
Answer: b

147. Q: Which principle of this Policy emphasizes encouraging logical decision-making and innovation?

Options:
a) Flexibility
b) Promoting multilingualism
c) Creativity and critical thinking [Correct]
d) Public service nature of education
Answer: c

148. Q: What will be extensively used for telecast and broadcasts to address the digital divide for the population whose digital access is highly limited?
Options:
a) Smartphones
b) Mass media, such as television, radio, and community radio [Correct]
c) Online MOOCs
d) Virtual Reality tools
Answer: b

149. Q: In locations where hot meals are not possible, what is an example of a simple but nutritious meal that may be provided to students?
Options:
a) Only milk and cereal
b) Groundnuts/chana mixed with jaggery and/or local fruits [Correct]
c) High protein powder shakes
d) Packed lunch from home
Answer: b

150. Q: What is the immediate key reform recommended for all Board exams, besides flexibility and student choice?
Options:
a) Testing only rote memorization
b) Assessments that primarily test core capacities [Correct]
c) Increasing exam frequency to four times a year
d) Eliminating all entrance exams
Answer: b

151. Q: The aim of the public-school education system will be to impart the highest quality education so that it becomes what?
Options:
a) A preparatory ground for private HEIs
b) The most attractive option for parents from all walks of life [Correct]
c) A centralized assessment center
d) A funding distribution center
Answer: b

152. Q: Who will perform academic matters, including academic standards and curricula in the State, and be reinvigorated as an institution?
Options:
a) DSE

b) SSSA
c) SCERT [Correct]
d) BRC
Answer: c

153. Q: What two specific types of education (besides general education) are HEIs encouraged to run, provided they are accredited to do so, in order to enhance offerings and provide lifelong learning?
Options:
a) Private and Public education
b) Open Distance Learning (ODL) and online programmes [Correct]
c) Foundational and Preparatory education
d) International exchange and vocational training
Answer: b

154. Q: What specifically must be ensured about the language of transaction between teachers and students if home language/mother tongue textbook material is not available?
Options:
a) It must be English
b) It will still remain the home language/mother tongue wherever possible [Correct]
c) It will shift to the regional language
d) It must be Sanskrit
Answer: b

155. Q: What term defines the period of probation preceding permanent employment (tenure) for faculty?
Options:
a) Service track
b) Tenure-track [Correct]
c) Probationary period
d) Merit track
Answer: b

156. Q: What initiative will be established to provide short and long-term mentoring/professional support to university/college teachers by outstanding senior/retired faculty?
Options:
a) National Research Foundation (NRF)
b) National Mission for Mentoring [Correct]
c) Central Advisory Board of Education (CABE)
d) Professional Standard Setting Body (PSSB)
Answer: b

157. Q: What critical social goal should all students be prepared for, as envisaged by our Constitution, by the education system producing engaged, productive, and contributing citizens?
Options:
a) Building a highly competitive global economy
b) Building an equitable, inclusive, and plural society [Correct]
c) Achieving 100% technological advancement
d) Eliminating all foreign languages

Answer: b

158. Q: What is the full form of ODL?
Options:
a) Online Digital Learning
b) Open and Distance Learning [Correct]
c) Open Design Laboratory
d) Optimized Digital Literacy
Answer: b

159. Q: What is the full form of UGC?
Options:
a) Unified Grants Committee
b) University Grants Commission [Correct]
c) Undergraduate Governance Council
d) Universal Guidance Curriculum
Answer: b

160. Q: What specific area of traditional knowledge will be covered and included in the curriculum in mathematics, astronomy, and philosophy?
Options:
a) Tribal knowledge and indigenous and traditional ways of learning [Correct]
b) Western philosophy
c) Global economic models
d) Modern scientific methods only
Answer: a

161. Q: To whom will the Directorate of School Education (DSE) devolve authority, which will act as a semi-autonomous unit for effective governance?
Options:
a) State Government
b) The school complex/cluster [Correct]
c) Individual school principals
d) The SSSA
Answer: b

162. Q: What specifically will be included in the curriculum early on, to sensitize students and develop respect for diversity?
Options:
a) Detailed knowledge of various cultures, religions, languages, gender identities, etc. [Correct]
b) Advanced programming
c) Only local history
d) Standardized testing practices
Answer: a

163. Q: What is the aim regarding textbooks prices?
Options:

a) Providing them at a high cost to fund education
b) Providing them at the lowest possible cost (cost of production/printing) [Correct]
c) Providing them only through digital formats
d) Providing them only in English
Answer: b

164. Q: The NTA will work to offer high-quality entrance exams for undergraduate admissions in sciences, humanities, languages, arts, and vocational subjects how often?
Options:
a) Once per year
b) At least twice every year [Correct]
c) Once per semester
d) Once every two years
Answer: b

165. Q: What types of students will be enabled to fully participate in the regular schooling process from the Foundational Stage to higher education?
Options:
a) Only socio-economically disadvantaged students
b) Children with disabilities (Divyang) [Correct]
c) Only students interested in vocational studies
d) Only gifted students
Answer: b

166. Q: What is the full form of RPWD (as in the RPWD Act 2016)?
Options:
a) Rural Population Welfare Department
b) Rights of Persons with Disabilities [Correct]
c) Research and Planning for Women's Development
d) Regulation of Private Workforce Development
Answer: b

167. Q: The overarching legislation for the Board of Governors (BoG) will supersede any contravening provisions of other earlier legislation and would provide for constitution, appointment, modalities of functioning, rules and regulations, and what else?
Options:
a) Student performance metrics
b) The roles and responsibilities of the BoG [Correct]
c) Teacher tenure standards
d) NTA testing schedules
Answer: b

168. Q: What educational value will encourage learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, and inclusive societies?
Options:
a) Financial Literacy
b) Global Citizenship Education (GCED) [Correct]

c) Digital Literacy
d) Environmental Education
Answer: b

169. Q: What specific measure is proposed to restore the dignity of the school as an institution?
Options:
a) Increasing fees
b) Displaying and honoring a list of important alumni [Correct]
c) Mandatory military training
d) Converting all schools into residential schools
Answer: b

170. Q: Who will be responsible for creating the School Complex/Cluster Development Plans (SCDPs)?
Options:
a) Only the District Education Officer
b) The principals and teachers of the school complex [Correct]
c) Only parents and SMC members
d) The SSSA
Answer: b

171. Q: To support the development of a vibrant body of knowledge and practice, what must the NETF maintain a regular inflow of?
Options:
a) Political directives
b) Authentic data from multiple sources [Correct]
c) Financial audit reports
d) Teacher recruitment plans
Answer: b

172. Q: How will the availability of books in all regional languages be treated?
Options:
a) As a secondary concern
b) As a top priority [Correct]
c) Only through online access
d) Only through crowd-sourcing
Answer: b

173. Q: What will be permitted for credits acquired in foreign universities (where appropriate as per HEI requirements)?
Options:
a) To be disregarded
b) To be counted for the award of a degree [Correct]
c) To only count toward vocational training
d) To require re-evaluation by the NTA
Answer: b

174. Q: What aspect of the Indian classical languages needs urgent expansion besides preservation and study, to make materials available to the public?
Options:
a) Translation and interpretation efforts [Correct]
b) Mandatory teaching in all schools
c) Replacement of modern languages
d) Introduction of new scripts
Answer: a

175. Q: The MHRD will be re-designated as the Ministry of Education (MoE). Which board is recommended to be strengthened and empowered, having a much greater mandate for policy development and review?
Options:
a) NITI Aayog
b) Central Advisory Board of Education (CABE) [Correct]
c) Professional Standard Setting Body (PSSB)
d) National Research Foundation (NRF)
Answer: b

176. Q: What type of pedagogical approaches, besides India's own, will NCERT study, research, and document to make recommendations on assimilation into pedagogies practiced in India?
Options:
a) International pedagogical approaches [Correct]
b) Local tribal traditions
c) Sanskrit knowledge systems
d) Ancient Indian texts
Answer: a

177. Q: What is the full form of NCVET?
Options:
a) National Council for Vocational Education and Training [Correct]
b) National Committee for Voluntary Employment and Teaching
c) New Central Vocational Education Technology
d) National Center for Virtual Education and Testing
Answer: a

178. Q: How often will the National Professional Standards for Teachers (NPST) be reviewed and revised after the initial formulation in 2022?
Options:
a) Every 5 years
b) Every ten years [Correct]
c) Yearly
d) Every twenty years
Answer: b

179. Q: The ideal curriculum structure of ECCE consists of flexible, multi-faceted, multi-level, play-based, activity-based, and what kind of learning?

Options:
a) Rote-based
b) Inquiry-based [Correct]
c) Textbook-based
d) Teacher-centered
Answer: b

180. Q: What must all students undergo regularly, especially for 100% immunization in schools?
Options:
a) Nutritional tests
b) Health check-ups [Correct]
c) Cognitive assessments
d) Psychological interviews
Answer: b

181. Q: What condition is necessary for an HEI to offer Open Distance Learning (ODL) and online programmes?
Options:
a) They must be a public institution
b) They must be accredited to do so [Correct]
c) They must be an IIT or IIM
d) They must offer 4-year undergraduate degrees
Answer: b

182. Q: Which ancient Indian scholars contributed to metallurgy, medical science and surgery, civil engineering, and architecture?
Options:
a) Pingala and Sankardev
b) Charaka, Susruta, and Aryabhata [Correct]
c) Panini and Patanjali
d) Gautama and Nagarjuna
Answer: b

183. Q: What type of institution will aim to be merged with universities, while maintaining their autonomy, to facilitate multidisciplinary training?
Options:
a) NIOS
b) Classical language institutes [Correct]
c) Anganwadi centers
d) School complexes
Answer: b

184. Q: What is the underlying principle guiding the regulatory intervention of HECI and its verticals?
Options:
a) Centralized control
b) A faceless and transparent regulatory intervention using technology [Correct]
c) Maximum human interface

d) Regulatory heavy-handedness
Answer: b

185. Q: What specific tool could be developed and used by students to help track their growth through their school years based on learning data and interactive questionnaires?
Options:
a) AI-based software [Correct]
b) Peer review systems
c) Physical report cards
d) The Digital Infrastructure for Knowledge Sharing
Answer: a

186. Q: In which specific area of vocational education can training be developed for low-expertise tasks to support the AI value chain?
Options:
a) Data annotation, image classification, and speech transcription [Correct]
b) Advanced robotics design
c) Nuclear physics
d) Corporate law
Answer: a

187. Q: In the context of the new school structure, what age range does the Middle Stage cover?
Options:
a) Ages 8-11
b) Ages 11-14 [Correct]
c) Ages 6-8
d) Ages 14-18
Answer: b

188. Q: What institution will continue to develop teaching-learning e-content and upload it onto the DIKSHA platform?
Options:
a) Only private HEIs
b) CIET, NCERT, CBSE, NIOS, and others [Correct]
c) NETF
d) PARAKH
Answer: b

189. Q: What type of partnership model will incentivize experts to write high-quality textbook materials at cost price?
Options:
a) Public-Government
b) Public-philanthropic partnerships and crowd sourcing [Correct]
c) Private industry funding
d) International collaborations
Answer: b

190. Q: The design of agricultural education will shift towards developing professionals with the ability to understand and use local knowledge, traditional knowledge, and what else?
Options:
a) Only global research
b) Emerging technologies [Correct]
c) Pure mathematics
d) Foreign languages
Answer: b

191. Q: The new education policy must help re-establish teachers as what type of members of society?
Options:
a) The most respected and essential members of our society [Correct]
b) The highest paid professionals
c) Autonomous researchers
d) Digital technology experts
Answer: a

192. Q: The curriculum framework for adult education will include foundational literacy and numeracy, critical life skills, vocational skills development, basic education, and what fifth type of program?
Options:
a) Higher education equivalency
b) Continuing education (holistic courses in arts, sciences, technology, etc.) [Correct]
c) Remedial learning for children
d) Teacher recruitment training
Answer: b

193. Q: What initiative will be strongly encouraged for students to actively engage with the practical side of their learning and improve employability?
Options:
a) Mandatory competitive testing
b) Internships with local industry, businesses, artists, crafts persons, or research internships [Correct]
c) Only theoretical mastery
d) Rote learning of formulas
Answer: b

194. Q: What does the acronym 'SDG' stand for?
Options:
a) Student Development Goal
b) Systemic Digital Growth
c) Sustainable Development Goal [Correct]
d) State Diversity Grant
Answer: c

195. Q: What were the two overall initiatives outlined to bring dropout children back to school and prevent further dropouts?
Options:
a) Providing effective infrastructure and universal participation tracking/support [Correct]

b) Increasing teacher salaries and reducing classroom size
c) Centralizing governance and eliminating private schools
d) Mandatory language training and high-stakes exams
Answer: a

196. Q: What is the full form of NCERT?
Options:
a) National Curriculum and Education Regulation Team
b) National Council of Educational Research and Training [Correct]
c) New Curriculum Framework for Teacher Education
d) National Center for Educational Research Testing
Answer: b

197. Q: The implementation of the policy requires timely infusion of requisite resources (human, infrastructural, and financial) at which levels?
Options:
a) Institutional level only
b) Central and State levels [Correct]
c) District level only
d) Block level only
Answer: b

198. Q: Why is extensive use of technology, as recommended in the policy, essential for certain students?
Options:
a) To remove language barriers and increase access for Divyang students [Correct]
b) To replace all human interaction
c) To eliminate all books
d) To enforce centralized authority
Answer: a

199. Q: What is the name of the framework that SCERT will develop through wide consultations with all stakeholders?
Options:
a) National Curriculum Framework (NCF)
b) School Quality Assessment and Accreditation Framework (SQAAF) [Correct]
c) National Higher Education Qualification Framework (NHEQF)
d) National Professional Standards for Teachers (NPST)
Answer: b

200. Q: What must students demonstrate proficiency in (including one language of India at the literature level) by the end of secondary school, even if they change one or more of the three languages they are studying in Grades 6 or 7?
Options:
a) Two languages
b) Three languages [Correct]
c) Four languages
d) Five languages

Answer: b

This is the continuation of the comprehensive collection of 200 multiple-choice questions (MCQs), their options, and correct answers, drawn directly from the provided excerpts of the National Education Policy 2020.

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National Education Policy 2020: 200 Additional Multiple Choice Questions (Q201 – Q400)

201. Q: What is the full form of NCPFECCE?
Options:
a) National Council for Pre-primary Education and Curriculum
b) National Curricular and Pedagogical Framework for Early Childhood Care and Education [Correct]
c) National Commission on Professional and Foundational Education
d) New Curriculum Pathway for Foundational Education and Child Care
Answer: b

202. Q: What is the percentage of a child's cumulative brain development that occurs prior to the age of 6?
Options:
a) Over 50%
b) Exactly 75%
c) Over 85% [Correct]
d) 60%
Answer: c

203. Q: The curriculum for ECCE aims to attain optimal outcomes in the domains of physical and motor development, cognitive development, socio-emotional-ethical development, cultural/artistic development, and the development of communication and what else?
Options:
a) Digital literacy
b) Early language, literacy, and numeracy [Correct]
c) Advanced scientific temper
d) Vocational skills
Answer: b

204. Q: For Anganwadi workers/teachers with lower educational qualifications than 10+2, what is the duration of the required professional training program in ECCE?
Options:
a) 3-month certificate
b) 6-month certificate programme
c) A one-year diploma programme [Correct]
d) A 4-year integrated degree
Answer: c

205. Q: The planning and implementation of ECCE curriculum will be carried out jointly by MHRD and which three other Ministries?

Options:
a) Finance, Home Affairs, and Tribal Affairs
b) Women and Child Development (WCD), Health and Family Welfare (HFW), and Tribal Affairs [Correct]
c) Social Justice, Culture, and Sports
d) Science & Technology, Rural Development, and Finance
Answer: b

206. Q: The National Mission on Foundational Literacy and Numeracy will be set up by MHRD on priority, with the goal that every student will attain FLN by which year?
Options:
a) 2030
b) 2040
c) 2025 [Correct]
d) 2022
Answer: c

207. Q: For areas having large numbers of socio-economically disadvantaged students (SEDGs), what minimum Pupil-Teacher Ratio (PTR) will be aimed for?
Options:
a) Under 40:1
b) Under 30:1
c) Under 25:1 [Correct]
d) Under 20:1
Answer: c

208. Q: What is the specific interim module developed by NCERT and SCERTs for all Grade 1 students to ensure they are school ready?
Options:
a) Balavatika curriculum
b) Foundational Stage manual
c) A 3-month play-based ‘school preparation module’ [Correct]
d) ECCE transition module
Answer: c

209. Q: What measure is recommended to leverage the morning hours for cognitively more demanding subjects?
Options:
a) Providing financial stipends
b) Providing a simple but energizing breakfast in addition to midday meals [Correct]
c) Increasing the school day length
d) Mandatory sports integration
Answer: b

210. Q: What is the estimated Gross Enrolment Ratio (GER) for Grades 11-12, as per the data indicating high dropout rates after Grade 8?
Options:
a) 90.9%

b) 79.3%
c) 56.5% [Correct]
d) 100%
Answer: c

211. Q: As per the 75th round household survey by NSSO in 2017-18, what was the total number of out of school children in the age group of 6 to 17 years?
Options:
a) 5 crore
b) 1.5 crore
c) 3.22 crore [Correct]
d) 10 crore
Answer: c

212. Q: The National Institute of Open Schooling (NIOS) and State Open Schools will expand and strengthen their offerings. Which level programs, equivalent to Grades 3, 5, and 8 of the formal school system, will they offer?
Options:
a) Primary, Middle, Secondary
b) Foundational, Preparatory, Middle
c) A, B and C levels [Correct]
d) Grade 3, Grade 5, Grade 8
Answer: c

213. Q: What core goal of curriculum reform seeks to eliminate harmful hierarchies among, and silos between, different areas of learning?
Options:
a) Emphasis on conceptual understanding
b) Multidisciplinarity
c) No hard separations between arts and sciences, curricular/extra-curricular, or vocational/academic streams [Correct]
d) Promoting multilingualism
Answer: c

214. Q: The Preparatory Stage (Grades 3-5, ages 8-11) will begin to incorporate what type of resources along with hands-on learning?
Options:
a) Virtual reality tools
b) Light text books [Correct]
c) Advanced research papers
d) Professional degree programs
Answer: b

215. Q: What concept involves reducing curriculum content in each subject to its core essentials?
Options:
a) Experiential learning
b) Reduce curriculum content to enhance essential learning [Correct]

c) Multidisciplinary education
d) Foundational literacy
Answer: b

216. Q: What kind of assessment tools will be aligned with the learning outcomes, capabilities, and dispositions specified for each subject?
Options:
a) Only summative tests
b) Assessment "as", "of", and "for" learning [Correct]
c) Only high-stakes Board exams
d) Entrance exams
Answer: b

217. Q: The cross-curricular pedagogical approach of Art-integration is intended not only for creating joyful classrooms but also for imbibing which ethos?
Options:
a) Global economic principles
b) The Indian ethos [Correct]
c) Scientific temper
d) Western pedagogy
Answer: b

218. Q: What specific national initiative is strengthened by the focus on Sports-integration in pedagogical practices?
Options:
a) Digital India Campaign
b) ‘Ek Bharat Shrestha Bharat’ initiative
c) Fit India Movement [Correct]
d) Sarva Shiksha Abhiyan
Answer: c

219. Q: What types of subjects will be incorporated throughout the school curriculum, with consideration for what is interesting and safe at each age, besides science, humanities, and mathematics?
Options:
a) Only advanced placement courses
b) Physical education, the arts and crafts, and vocational skills [Correct]
c) Only Sanskrit and Classical languages
d) Only computational thinking
Answer: b

220. Q: Where possible, the medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the:
Options:
a) Regional language only
b) Home language/mother tongue/local language/regional language [Correct]
c) English language
d) Official national language

Answer: b

221. Q: What specifically will be made available in home languages/mother tongue, in addition to regular textbook material?
Options:
a) Foreign language dictionaries
b) High-quality textbooks, including in science [Correct]
c) Research articles
d) Digital marketing guides
Answer: b

222. Q: How many of the three languages learned by children must be native to India, under the greater flexibility of the three-language formula?
Options:
a) One
b) At least two [Correct]
c) All three
d) Zero
Answer: b

223. Q: Which ancient languages possess a classical literature greater in volume than the combined literature of Latin and Greek?
Options:
a) Tamil and Telugu
b) Pali and Prakrit
c) Sanskrit [Correct]
d) Hindi and Urdu
Answer: c

224. Q: What language, besides Sanskrit, will be offered widely in schools, possibly as online modules, through experiential and innovative approaches?
Options:
a) French
b) Classical languages and literatures of India, including Tamil, Telugu, Kannada, Malayalam, Odia, Pali, Persian, and Prakrit [Correct]
c) Russian
d) German
Answer: b

225. Q: Which foreign languages are listed to be offered at the secondary level for students to learn about world cultures and enrich global knowledge?
Options:
a) Mandarin, Arabic, and Hebrew
b) Korean, Japanese, Thai, French, German, Spanish, Portuguese, and Russian [Correct]
c) Latin and Greek
d) All languages mentioned in the Eighth Schedule
Answer: b

226. Q: What initiative will be standardized across the country, with National and State curriculum materials developed, for use by students with hearing impairment?
Options:
a) Braille script
b) Indian Sign Language (ISL) [Correct]
c) Advanced lip reading
d) Assistive auditory devices
Answer: c

227. Q: What specific skill involving coding will be introduced in the Middle Stage (Grades 6-8)?
Options:
a) Machine learning
b) Activities involving coding [Correct]
c) Quantum computing
d) Data analysis
Answer: b

228. Q: What type of activities, besides carpentry and metal work, are examples of vocational crafts that students will survey during Grades 6-8?
Options:
a) Rocket science and aerospace
b) Electric work, gardening, pottery making [Correct]
c) Corporate law and finance
d) Advanced medical surgery
Answer: b

229. Q: How long is the "bagless period" during Grades 6-8 where students intern with local vocational experts?
Options:
a) 5-day
b) 10-day [Correct]
c) 20-day
d) 1 semester
Answer: b

230. Q: What type of knowledge, besides Indian Knowledge Systems, will be covered and included in mathematics, astronomy, and philosophy curricula?
Options:
a) Global economic history
b) Tribal knowledge and indigenous and traditional ways of learning [Correct]
c) Foreign policy
d) Digital marketing strategies
Answer: b

231. Q: What literary works are specifically mentioned as sources of fun fables and inspiring tales from the Indian tradition that children should read?

Options:
a) The Vedas and Upanishads
b) The Panchatantra, Jataka, and Hitopadesh [Correct]
c) Shakespeare and Chaucer
d) Modern Indian novels
Answer: b

232. Q: What major document is considered essential reading for all students as a consequence of basic ethical reasoning?
Options:
a) The National Policy on Education 2020
b) Excerpts from the Indian Constitution [Correct]
c) Global economic forecasts
d) Teacher professional standards
Answer: b

233. Q: How frequently will the National Curricular Framework for School Education (NCFSE) document henceforth be revisited and updated?
Options:
a) Every year
b) Once every 5-10 years [Correct]
c) Only in 2040
d) Every 20 years
Answer: b

234. Q: What specific mechanism is proposed to enable the provision of quality textbooks at the lowest possible cost (cost of production/printing)?
Options:
a) Government subsidies only
b) Public-philanthropic partnerships and crowd sourcing [Correct]
c) International aid
d) Mandatory high price mandates
Answer: b

235. Q: What is the specific aim of the shift in assessment culture?
Options:
a) From centralized to decentralized testing
b) From summative and primarily testing rote memorization to regular and formative, competency-based assessment [Correct]
c) From quantitative to qualitative grading
d) From teacher-led to parent-led evaluation
Answer: b

236. Q: What two specific types of student assessment will the holistic progress card include, besides teacher assessment?
Options:
a) Summative testing and external evaluation

b) Self-assessment and peer assessment [Correct]
c) Digital assessment and paper-based tests
d) Cognitive and non-cognitive tests
Answer: b

237. Q: What technology-based tool could be developed and used by students to help track their growth and aid in optimal career choices?
Options:
a) Digital wallets
b) AI-based software [Correct]
c) Virtual reality glasses
d) Blockchain ledgers
Answer: b

238. Q: To further eliminate the ‘high stakes’ aspect of Board Exams, how many occasions will all students be allowed to take Board Exams during any given school year?
Options:
a) One occasion only
b) Up to two occasions (one main and one for improvement) [Correct]
c) Three occasions
d) Annually, based on the course load
Answer: b

239. Q: The proposed National Assessment Centre, PARAKH, will function as a standard-setting body and will guide which specific type of State-level survey?
Options:
a) TET
b) State Achievement Survey (SAS) [Correct]
c) Public Disclosure Survey (PDS)
d) Teacher Training Survey (TTS)
Answer: b

240. Q: The NTA will work to offer high-quality entrance exams in sciences, humanities, languages, arts, and vocational subjects how often?
Options:
a) Once per year
b) At least twice every year [Correct]
c) Once per semester
d) Once every two years
Answer: b

241. Q: What type of specialized summer programmes will be encouraged for secondary school students, attracting the very best students and teachers across the country?
Options:
a) Online-only modules
b) High-quality national residential summer programmes [Correct]
c) Short-term vocational courses

d) International exchange programs
Answer: b

242. Q: To ensure that outstanding students enter the teaching profession, what specific measure will be instituted across the country for studying quality 4-year integrated B.Ed. programmes?
Options:
a) High-stakes competitive entrance exams
b) A large number of merit-based scholarships [Correct]
c) Mandatory military service
d) Lowering academic standards
Answer: b

243. Q: What key incentive is recommended for teachers to take up teaching jobs in rural areas?
Options:
a) Mandatory technology usage
b) Provision of local housing near or on the school premises or increased housing allowances [Correct]
c) Immediate tenure
d) Exemption from CPD
Answer: b

244. Q: To gauge passion and motivation for teaching, what practical assessment will become an integral part of teacher hiring at schools and school complexes?
Options:
a) A financial accounting test
b) A classroom demonstration or interview [Correct]
c) A minimum of ten years experience
d) A standardized IQ test
Answer: b

245. Q: To ensure that teachers may fully concentrate on their teaching-learning duties, they will not be involved in what specific types of work?
Options:
a) Curriculum development
b) Work that is not directly related to teaching, and strenuous administrative tasks [Correct]
c) Research activities
d) Student counselling
Answer: b

246. Q: What is the minimum number of hours of Continuous Professional Development (CPD) that each teacher will be expected to participate in every year?
Options:
a) 25 hours
b) At least 50 hours [Correct]
c) 75 hours
d) 100 hours
Answer: b

247. Q: In the context of teacher careers, what term refers to confirmation for permanent employment after due assessment of performance and contribution?
Options:
a) Probation
b) Tenure [Correct]
c) Progression
d) Appointment
Answer: b

248. Q: What is the full form of NPST, which will be developed by 2022?
Options:
a) National Policy on Standards and Training
b) National Professional Standards for Teachers [Correct]
c) National Promotion and Salary Tribunal
d) New Pedagogical Strategy Tool
Answer: b

249. Q: How often will the National Professional Standards for Teachers (NPST) be reviewed and revised after the initial formulation in 2022?
Options:
a) Yearly
b) Every ten years [Correct]
c) Every five years
d) Bi-annually
Answer: b

250. Q: By which year will teacher education gradually be moved into multidisciplinary colleges and universities?
Options:
a) 2025
b) 2030 [Correct]
c) 2035
d) 2040
Answer: b

251. Q: Which specific Commission (2012) noted that a majority of stand-alone TEIs are essentially selling degrees for a price?
Options:
a) Kothari Commission
b) Justice J. S. Verma Commission [Correct]
c) Radhakrishnan Commission
d) CABE Committee
Answer: b

252. Q: How many years must a candidate have completed a Bachelor’s degree in another specialized subject to be eligible for a 1-year B.Ed. program?
Options:

a) 2 years
b) 3 years
c) 4-year multidisciplinary Bachelor's Degree [Correct]
d) 5 years
Answer: c

253. Q: The curriculum of all B.Ed. programmes will emphasize the practice of which duties of the Indian Constitution?
Options:
a) Fundamental Rights
b) Fundamental Duties (Article 51A) [Correct]
c) Directive Principles of State Policy
d) Right to Education
Answer: b

254. Q: When will the new and comprehensive National Curriculum Framework for Teacher Education (NCFTE 2021) be formulated by NCTE?
Options:
a) By 2025
b) By 2021 [Correct]
c) By 2030
d) By 2040
Answer: b

255. Q: What is defined as the single greatest tool for achieving social justice and equality?
Options:
a) Technology
b) Education [Correct]
c) Economic growth
d) Financial assistance
Answer: b

256. Q: Socio-Economically Disadvantaged Groups (SEDGs) are broadly categorized based on gender identities, socio-cultural identities, geographical identities, disabilities, and what fifth condition?
Options:
a) Academic performance
b) Socio-economic conditions [Correct]
c) Political affiliation
d) Religious beliefs
Answer: b

257. Q: According to U-DISE 2016-17 data, what percentage of students belong to Scheduled Tribes (ST) at the higher secondary level, down from 10.6% at the primary level?
Options:
a) 17.3%
b) 6.8% [Correct]
c) 1.1%

d) 19.6%
Answer: b

258. Q: Regions of the country with large populations from educationally-disadvantaged SEDGs should be declared as what?
Options:
a) Aspirational Districts
b) High Priority Regions
c) Special Education Zones (SEZs) [Correct]
d) Knowledge Hubs
Answer: c

259. Q: What fund will the Government of India constitute to build the nation's capacity to provide equitable quality education for all girls as well as transgender students?
Options:
a) Social Justice Fund
b) 'Gender-Inclusion Fund' [Correct]
c) Inclusion Fund
d) Equity and Access Fund
Answer: b

260. Q: Which residential schools will be strengthened and expanded to increase the participation (up to Grade 12) of girls from socio-economically disadvantaged backgrounds?
Options:
a) Jawahar Navodaya Vidyalayas
b) Kendriya Vidyalayas
c) Kasturba Gandhi Balika Vidyalayas [Correct]
d) Ashramshalas
Answer: c

261. Q: Which Act defines inclusive education as a 'system of education wherein students with and without disabilities learn together...' and is completely endorsed by the Policy?
Options:
a) Right to Education Act 2009
b) Rights of Persons with Disabilities (RPWD) Act 2016 [Correct]
c) Sarva Shiksha Abhiyan
d) National Policy on Education 1986
Answer: b

262. Q: How will high-quality support centers in universities and colleges aid students from socio-economically disadvantaged backgrounds?
Options:
a) By offering specialized vocational training only
b) By providing encouragement and support to make a successful transition to higher education [Correct]
c) By managing their financial transactions
d) By enforcing strict academic discipline
Answer: b

263. Q: What type of education will continue to be a choice available for children with severe and profound disabilities who are unable to go to schools?
Options:
a) Special boarding schools
b) Home-based education [Correct]
c) Exclusive online modules
d) Vocational training only
Answer: b

264. Q: What organization may continue to carry out the National Achievement Survey (NAS) until the establishment of the proposed National Assessment Centre, PARAKH?
Options:
a) MHRD
b) NTA
c) NCERT [Correct]
d) CBSE
Answer: c

265. Q: What percentage of India's public primary schools have less than 30 students, according to U-DISE 2016–17 data?
Options:
a) 14.8%
b) Nearly 28% [Correct]
c) 50%
d) 10.6%
Answer: b

266. Q: What structure, first suggested by the Education Commission (1964–66), does this Policy strongly endorse for greater resource efficiency and effective functioning of schools?
Options:
a) Stand-alone schools
b) School complex/cluster [Correct]
c) Centralized board system
d) Residential hostels
Answer: b

267. Q: What non-teaching purpose may the un-utilized capacity of school infrastructure be used for during non-teaching / schooling hours?
Options:
a) Only administrative work
b) Samajik Chetna Kendra [Correct]
c) Teacher evaluation centers
d) Private tutoring sessions
Answer: b

268. Q: Which apex state-level body will be responsible for overall monitoring and policymaking for continual improvement of the public education system but will *not* be involved in the provision/operation or regulation of schools?
Options:
a) Directorate of School Education (DSE)
b) Department of School Education [Correct]
c) State School Standards Authority (SSSA)
d) SCERT
Answer: b

269. Q: Which independent, State-wide body will States/UTs set up to establish a minimal set of standards (e.g., safety, basic infrastructure, financial probity) for all schools?
Options:
a) State Council of Educational Research and Training (SCERT)
b) State School Standards Authority (SSSA) [Correct]
c) Directorate of School Education (DSE)
d) National Assessment Centre (PARAKH)
Answer: b

270. Q: Who will develop a School Quality Assessment and Accreditation Framework (SQAAF) through wide consultations with all stakeholders?
Options:
a) DSE
b) SSSA
c) SCERT [Correct]
d) Boards of Assessment (BoAs)
Answer: c

271. Q: What will be disclosed by both public and private schools on the school website and the SSSA website to ensure transparency?
Options:
a) Only student names and addresses
b) All finances, procedures, and educational outcomes [Correct]
c) Only the number of teachers
d) Teacher appraisal reports
Answer: b

272. Q: The current public (Government - Centre and States) expenditure on education in India has been around what percentage of GDP (as per Analysis of Budgeted Expenditure 2017-18)?
Options:
a) 6%
b) 2.8%
c) 4.43% [Correct]
d) 0.69%
Answer: c

273. Q: What is the goal Gross Enrolment Ratio (GER) in higher education including vocational education targeted for achievement by 2035?
Options:
a) 26.3%
b) 40%
c) 50% [Correct]
d) 60%
Answer: c

274. Q: The main thrust of this policy regarding higher education is to end fragmentation by transforming HEIs into large multidisciplinary institutions, each of which will aim to have at least how many students?
Options:
a) 1,000 or more
b) 3,000 or more students [Correct]
c) 5,000 or more
d) 10,000 or more
Answer: b

275. Q: What is defined as a large multidisciplinary institution of higher learning that grants undergraduate degrees and is primarily focused on undergraduate teaching, though it may also conduct research?
Options:
a) Research-intensive University (RIU)
b) Teaching-intensive University (TIU)
c) Autonomous degree-granting College (AC) [Correct]
d) MERU
Answer: c

276. Q: By 2030, all HEIs will plan to become multidisciplinary, and by which year will they aim to have larger student enrolments (preferably in the thousands)?
Options:
a) 2035
b) 2040 [Correct]
c) 2030
d) 2025
Answer: b

277. Q: The system of ‘affiliated colleges’ will be gradually phased out over what period?
Options:
a) 5 years
b) 10 years
c) 15 years [Correct]
d) 20 years
Answer: c

278. Q: What certification is awarded after completing 1 year of study in a discipline or field of the undergraduate program (with multiple exit options)?
Options:

a) A degree
b) A diploma
c) A certificate [Correct]
d) A specialization certificate
Answer: c

279. Q: What type of degree is required to pursue a degree ‘with Research’ in the 4-year undergraduate program?
Options:
a) A standard 3-year Bachelor's degree
b) The student must complete a rigorous research project in their major area(s) of study [Correct]
c) A Master's degree
d) An M.Phil. degree
Answer: b

280. Q: Which post-graduate research program shall be discontinued under the new structure for higher education?
Options:
a) Ph.D. programme
b) M.Ed. programme
c) The M.Phil. programme [Correct]
d) M.Tech. degrees
Answer: c

281. Q: What are the model public universities for holistic and multidisciplinary education, at par with IITs and IIMs, called?
Options:
a) HEIs
b) ACs
c) MERUs (Multidisciplinary Education and Research Universities) [Correct]
d) NRF Centers
Answer: c

282. Q: HEIs shall move to what type of grading system that assesses student achievement based on the learning goals for each programme?
Options:
a) Absolute grading system
b) Relative grading system
c) Criterion-based grading system [Correct]
d) Pass/Fail system
Answer: c

283. Q: What type of education will empower learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, and inclusive societies?
Options:
a) Financial Literacy
b) Global Citizenship Education (GCED) [Correct]

c) Digital Literacy
d) Environmental Education
Answer: b

284. Q: The curriculum of all HEIs will include credit-based courses and projects in the areas of community engagement and service, environmental education, and what third type of education?
Options:
a) Vocational skills
b) Value-based education [Correct]
c) Foreign language studies
d) Advanced mathematics
Answer: b

285. Q: In which area are all fresh Ph.D. entrants required to take credit-based courses during their doctoral training period, irrespective of discipline?
Options:
a) Advanced research methodologies only
b) Teaching/education/pedagogy/writing related to their chosen Ph.D subject [Correct]
c) Mandatory military history
d) Financial planning
Answer: b

286. Q: What term defines the period of probation preceding permanent employment (tenure) for faculty, which shall be put in place to further ensure excellence?
Options:
a) Service track
b) Tenure-track [Correct]
c) Probationary period
d) Merit track
Answer: b

287. Q: What is the underlying principle guiding the regulatory intervention of HECI and its verticals?
Options:
a) Centralized control
b) A faceless and transparent regulatory intervention using technology [Correct]
c) Maximum human interface
d) Regulatory heavy-handedness
Answer: b

288. Q: What is the full form of HECI, the proposed umbrella institution for regulating higher education?
Options:
a) Health and Environmental Care Initiative
b) Higher Education Curriculum Initiative
c) Higher Education Commission of India [Correct]
d) Holistic Education and Cultural Integration
Answer: c

289. Q: Which vertical of HECI will function as the common, single point regulator for the higher education sector (excluding medical and legal education)?
Options:
a) NAC
b) HEGC
c) National Higher Education Regulatory Council (NHERC) [Correct]
d) GEC
Answer: c

290. Q: The second vertical of HECI, the National Accreditation Council (NAC), will function as a what?
Options:
a) Funding body
b) Standard setting body
c) ‘meta-accrediting body’ [Correct]
d) Research coordination body
Answer: c

291. Q: Which vertical of HECI will carry out funding and financing of higher education based on transparent criteria?
Options:
a) NHERC
b) Higher Education Grants Council (HEGC) [Correct]
c) NAC
d) GEC
Answer: b

292. Q: Which vertical of HECI will formulate the National Higher Education Qualification Framework (NHEQF)?
Options:
a) NHERC
b) NAC
c) General Education Council (GEC) [Correct]
d) NTA
Answer: c

293. Q: What percentage of India's GDP is currently invested in research and innovation?
Options:
a) 6%
b) 2.8%
c) 4.3%
d) Only 0.69% of GDP [Correct]
Answer: d

294. Q: What is the overarching goal of the newly envisioned National Research Foundation (NRF)?
Options:
a) To replace existing research funding bodies
b) To only fund core science research

c) To enable a culture of research to permeate through our universities [Correct]
d) To coordinate all regulatory functions of higher education
Answer: c

295. Q: What is the minimum percentage of learners through the school and higher education system that shall have exposure to vocational education by 2025?
Options:
a) 25%
b) At least 50% [Correct]
c) 75%
d) 96%
Answer: b

296. Q: In which countries is the percentage of the workforce in the age group of 19–24 receiving formal vocational education as high as 96%?
Options:
a) USA
b) South Korea [Correct]
c) Germany
d) India
Answer: b

297. Q: What is the percentage of all universities in the country that Agricultural Universities comprise?
Options:
a) Less than 1%
b) Approximately 9% [Correct]
c) 26.3%
d) 50%
Answer: b

298. Q: What types of education, besides general education, are HEIs encouraged to run, provided they are accredited to do so, to enhance offerings and provide lifelong learning?
Options:
a) Private and Public education
b) Open Distance Learning (ODL) and online programmes [Correct]
c) Foundational and Preparatory education
d) International exchange and vocational training
Answer: b

299. Q: What types of courses are all students of allopathic medical education recommended to have a basic understanding of, to promote integrative healthcare education?
Options:
a) Only psychology and sociology
b) Ayurveda, Yoga and Naturopathy, Unani, Siddha, and Homeopathy (AYUSH) [Correct]
c) Advanced chemical engineering
d) Corporate management
Answer: b

300. Q: What specific infrastructure will be established in Agricultural education institutions to promote technology incubation and dissemination and sustainable methodologies?
Options:
a) Rural Vocational Centers
b) Agricultural Technology Parks [Correct]
c) Climate Science Institutes
d) Organic Farming Clubs
Answer: b

301. Q: Which institution will MHRD constitute to oversee the integration of vocational education into mainstream education?
Options:
a) NCVET
b) National Committee for the Integration of Vocational Education (NCIVE) [Correct]
c) NRF
d) GEC
Answer: b

302. Q: What kind of vocational knowledge developed in India is recommended to be integrated into vocational education courses?
Options:
a) Sanskrit Knowledge Systems
b) Lok Vidya [Correct]
c) Traditional art forms
d) Global literature
Answer: b

303. Q: What will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, and administration?
Options:
a) DIKSHA
b) SWAYAM
c) National Educational Technology Forum (NETF) [Correct]
d) Central Institute of Educational Technology (CIET)
Answer: c

304. Q: What specific disruptive technologies, besides Artificial Intelligence (AI), is mentioned as having emerged and posing a transformation threat to the education system?
Options:
a) Bio-hacking
b) 3D/7D Virtual Reality [Correct]
c) Quantum computing
d) Gene editing
Answer: b

305. Q: What are two specific examples of low-expertise tasks in vocational education that can support the AI value chain?
Options:
a) Nuclear physics and high-level programming
b) Data annotation, image classification, and speech transcription [Correct]
c) Corporate law and finance
d) Advanced surgical techniques
Answer: b

306. Q: India will urgently expand its translation and interpretation efforts. Which new institution will be established for this purpose?
Options:
a) National Institute for Languages (NIL)
b) Indian Institute of Translation and Interpretation (IITI) [Correct]
c) Sanskrit Knowledge Systems Research Center
d) The Languages of India Center
Answer: b

307. Q: Academies will be established for each of the languages mentioned in which Schedule of the Constitution of India to determine simple yet accurate vocabulary?
Options:
a) Fifth Schedule
b) Sixth Schedule
c) Seventh Schedule
d) Eighth Schedule [Correct]
Answer: d

308. Q: What percentage of Indian languages has UNESCO declared as ‘endangered’ (in the context of the Policy)?
Options:
a) 22 languages
b) 197 Indian languages [Correct]
c) Over 500 languages
d) 64 languages
Answer: b

309. Q: In the decade of 2030-40, what state will the entire policy be in, following which another comprehensive review will be undertaken?
Options:
a) Planning mode
b) Pilot testing mode
c) An operational mode [Correct]
d) Revision mode
Answer: c

310. Q: What is the full form of PARAKH?
Options:

a) Planning and Research for Academic Knowledge
b) Policy and Regulation for Assessment of Holistic Knowledge
c) Performance Assessment, Review, and Analysis of Knowledge for Holistic Development [Correct]
d) Progress, Achievement, and Research for All Knowledge Hubs
Answer: c

311. Q: What is the full form of NEP?
Options:
a) National Economic Policy
b) Natural Environmental Protection
c) National Education Policy [Correct]
d) New Enrollment Programme
Answer: c

312. Q: By 2030, what is the target for universal provisioning of quality Early Childhood Development, Care, and Education (ECCE)?
Options:
a) Achieving 50% access
b) Ensuring all students entering Grade 1 are school ready [Correct]
c) Establishing 10,000 new Anganwadis
d) Training all primary school teachers in ECCE
Answer: b

313. Q: What specific infrastructure element will be required for every Anganwadi, according to the Policy?
Options:
a) Solar panels
b) A well-ventilated, well-designed, child-friendly and well-constructed building with an enriched learning environment [Correct]
c) Advanced computer labs
d) Specialized research equipment
Answer: b

314. Q: What action will Anganwadi children take to make the transition to primary schools a smooth one?
Options:
a) Mandatory tutoring sessions
b) Activity-filled tours and meetings with primary school teachers and students [Correct]
c) High-stakes transition exams
d) Compulsory counseling
Answer: b

315. Q: What is the name of the class prior to Class 1 that every child will move to before the age of 5, which has an ECCE-qualified teacher?
Options:
a) Preparatory Class or “Balavatika” [Correct]
b) Foundational Class
c) Primary Class
d) Anganwadi Class

Answer: a

316. Q: The midday meal programme shall also be extended to which specific group of students in primary schools?
Options:
a) All secondary stage students
b) Preparatory Classes [Correct]
c) Grade 8 students
d) Vocational students
Answer: b

317. Q: What is the Pupil-Teacher Ratio (PTR) that will be ensured at the level of each school, generally?
Options:
a) Under 40:1
b) Under 30:1 [Correct]
c) Under 25:1
d) Under 20:1
Answer: b

318. Q: Where will a national repository of high-quality resources on foundational literacy and numeracy be made available?
Options:
a) NCERT website
b) Digital Infrastructure for Knowledge Sharing (DIKSHA) [Correct]
c) National Testing Agency portal
d) School libraries
Answer: b

319. Q: What is one type of easily distributable, simple but nutritious meal that may be provided in locations where hot breakfast meals are not possible?
Options:
a) Protein bars
b) Groundnuts/chana mixed with jaggery and/or local fruits [Correct]
c) Milk and cereal
d) Packaged juice
Answer: b

320. Q: What two measures will be the key overall initiatives undertaken to bring drop-out children back to school and prevent further drop-outs?
Options:
a) Increasing teacher salaries and reducing class sizes
b) Providing effective and sufficient infrastructure and universal participation tracking/support [Correct]
c) Introducing mandatory vocational education and foreign languages
d) Centralizing all administrative tasks and assessment
Answer: b

321. Q: To support learning for all students, the scope of school education will be broadened to facilitate multiple pathways to learning involving which two modes?
Options:
a) Formal and specialized education
b) Formal and non-formal education modes [Correct]
c) Traditional and experimental modes
d) Academic and co-curricular modes
Answer: b

322. Q: The Secondary Stage (Grades 9-12) will be multidisciplinary study, building on the Middle Stage, but with greater depth, greater critical thinking, greater attention to life aspirations, and what else?
Options:
a) Mandatory military training
b) Greater flexibility and student choice of subjects [Correct]
c) Exclusive focus on STEM
d) Rote memorization training
Answer: b

323. Q: What specific aspect of pedagogy will evolve to make education more experiential, holistic, integrated, inquiry-driven, and learner-centred?
Options:
a) The curriculum content
b) Pedagogy [Correct]
c) Administrative structure
d) Financial framework
Answer: b

324. Q: What is the full form of NCFSE, which will be formulated by NCERT?
Options:
a) National Council for Foundational Skills in Education
b) National Curriculum Framework for School Education [Correct]
c) National Committee for Financial Support in Education
d) New Center for Foundational Skills and Evaluation
Answer: b

325. Q: What specific cultural exchange initiative will students participate in during Grades 6-8, focusing on Indian languages?
Options:
a) Fit India Movement
b) Digital India Campaign
c) ‘Ek Bharat Shrestha Bharat’ initiative [Correct]
d) Sarva Shiksha Abhiyan
Answer: c

326. Q: To further improve transparency and accountability, what process will be used extensively for public oversight of schools?
Options:

a) Centralized government inspections
b) Transparent public self-disclosure of all the basic regulatory information [Correct]
c) Peer assessment by other schools
d) Anonymous police reports
Answer: b

327. Q: What principle of the Policy emphasizes developing cognitive, social, ethical, and emotional capacities?
Options:
a) Flexibility
b) Public service
c) Holistic development of each individual [Correct]
d) Multilingualism
Answer: c

328. Q: What will be permitted for credits acquired in foreign universities (where appropriate as per HEI requirements)?
Options:
a) To be disregarded
b) To be counted for the award of a degree [Correct]
c) To only count toward vocational training
d) To require re-evaluation by the NTA
Answer: b

329. Q: What institution, when fully established, will aim to function as a premier, expert, autonomous testing organization to conduct entrance examinations for undergraduate and graduate admissions and fellowships in higher education institutions?
Options:
a) NCERT
b) National Testing Agency (NTA) [Correct]
c) UGC
d) PARAKH
Answer: b

330. Q: What body will be responsible for creating the School Complex/Cluster Development Plans (SCDPs)?
Options:
a) Only the District Education Officer
b) The principals and teachers of the school complex [Correct]
c) Only parents and SMC members
d) The SSSA
Answer: b

331. Q: Every State will be encouraged to strengthen existing or establish what kind of facility where children of all ages can visit once a week to partake in art-related, career-related, and play-related activities?
Options:
a) Samajik Chetna Kendra

b) Cluster Resource Centres
c) Bal Bhavans [Correct]
d) DIETs
Answer: c

332. Q: The regulatory system of higher education will ensure that four distinct functions are performed by distinct, independent, and empowered bodies. Which umbrella institution will house these four structures?
Options:
a) National Testing Agency (NTA)
b) Higher Education Commission of India (HECI) [Correct]
c) National Research Foundation (NRF)
d) Ministry of Education (MoE)
Answer: b

333. Q: What is the full form of DIKSHA?
Options:
a) Digital Initiative for Knowledge Sharing of All
b) Digital Infrastructure for Knowledge Sharing [Correct]
c) District Institute for Knowledge, Skills and Higher Education
d) Digital Information and Knowledge Hub for All
Answer: b

334. Q: What does the acronym 'SDG' stand for, as mentioned in the context of the 2030 Agenda?
Options:
a) Student Development Goal
b) Systemic Digital Growth
c) Sustainable Development Goal [Correct]
d) State Diversity Grant
Answer: c

335. Q: What is the main characteristic defining a Research-intensive University?
Options:
a) Grants only doctoral degrees
b) Places equal emphasis on teaching and research [Correct]
c) Primarily focuses on undergraduate teaching
d) Only funds externally reviewed grants
Answer: b

336. Q: What ancient Indian literary work described a good education as knowledge of the 64 Kalaas or arts?
Options:
a) The Upanishads
b) Hitopadesh
c) Banabhatta’s Kadambari [Correct]
d) Panchatantra
Answer: c

337. Q: What concept is promoted by encouraging the twinning/pairing of one public school with one private school?
Options:
a) Competition
b) Cooperation and positive synergy [Correct]
c) Mandatory mergers
d) Standardized fees
Answer: b

338. Q: What specific area of study will all students, including those in engineering institutions like IITs, move towards incorporating to enhance holistic education?
Options:
a) Arts and humanities [Correct]
b) Advanced military tactics
c) Exclusive vocational trades
d) Only high-stakes testing
Answer: a

339. Q: What specific element is included in Environmental Education within the higher education curriculum?
Options:
a) Financial accounting
b) Waste management, sanitation, and conservation of biological diversity [Correct]
c) Digital marketing
d) Foreign language acquisition
Answer: b

340. Q: What new focus area of research should HEIs prioritize, given the scenario of epidemics and pandemics?
Options:
a) Research in infectious diseases, epidemiology, virology, diagnostics, instrumentation, vaccinology [Correct]
b) Only research funded by the private sector
c) Pure mathematics
d) Historical linguistics
Answer: a

341. Q: What is the full form of CMP?
Options:
a) Central Mission Programme
b) Career Management and Progression [Correct]
c) Curriculum Mandate Planning
d) Comprehensive Mentoring Program
Answer: b

342. Q: What specifically will all HEIs ensure for all students in their institutions regarding health services?
Options:

a) Health insurance coverage
b) Quality medical facilities [Correct]
c) Mandatory psychological testing
d) Diet planning services
Answer: b

343. Q: What digital initiative will be expanded to support, foster, and track the progress of students receiving scholarships, especially those from SEDGs?
Options:
a) DIKSHA
b) National Scholarship Portal [Correct]
c) SWAYAM
d) ABC
Answer: b

344. Q: What specific factor is mentioned as contributing to low faculty motivation levels in HEIs, despite salary increases?
Options:
a) Lack of administrative tasks
b) The various factors that lie behind low faculty motivation levels must be addressed [Correct]
c) Excessive teacher autonomy
d) Lack of student accountability
Answer: b

345. Q: The regulatory system of higher education will ensure that four distinct functions are performed by distinct, independent bodies. What are these four functions?
Options:
a) Policymaking, management, financing, and infrastructure
b) Regulation, accreditation, funding, and academic standard setting [Correct]
c) Teaching, research, service, and governance
d) Examination, certification, recruitment, and deployment
Answer: b

346. Q: What principle will the NHERC regulate in, specifically mentioning financial probity, good governance, and full public self-disclosure?
Options:
a) Heavy-handed enforcement
b) ‘light but tight’ and facilitative manner [Correct]
c) Peer-to-peer regulation
d) Decentralized control
Answer: b

347. Q: Who will supervise and oversee the independent ecosystem of accrediting institutions that carry out accreditation?
Options:
a) NHERC
b) Higher Education Grants Council (HEGC)

c) National Accreditation Council (NAC) [Correct]
d) General Education Council (GEC)
Answer: c

348. Q: What will be formulated by the GEC and shall be in sync with the National Skills Qualifications Framework (NSQF) to ease the integration of vocational education into higher education?
Options:
a) National Curricular Framework for Teacher Education (NCFTE)
b) National Higher Education Qualification Framework (NHEQF) [Correct]
c) Institutional Development Plan (IDP)
d) School Quality Assessment and Accreditation Framework (SQAAF)
Answer: b

349. Q: What is the full form of PSSB?
Options:
a) Policy Setting Standards Body
b) Professional Standard Setting Body [Correct]
c) Permanent Standards and Standards Board
d) Public Service and Safety Board
Answer: b

350. Q: What measure will combat and stop the commercialization of higher education, besides substantial public investment?
Options:
a) Eliminating private schools
b) Holding all education institutions to similar standards of audit and disclosure as a ‘not for profit’ entity [Correct]
c) Standardizing all tuition fees at zero
d) Banning international collaborations
Answer: b

351. Q: By which year will all HEIs, after receiving appropriate graded accreditations, aim to become autonomous and have an empowered Board of Governors (BoG)?
Options:
a) 2030
b) 2035 [Correct]
c) 2040
d) 2025
Answer: b

352. Q: The selection of Heads of institutions will be carried out by the BoG through a rigorous, impartial, merit-based, and competency-based process led by what committee?
Options:
a) The Central Government Appointment Committee
b) An Eminent Expert Committee (EEC) [Correct]
c) The local community board
d) The NHERC

Answer: b

353. Q: What concept must all institutions offering professional or general education aim to organically evolve into by 2030?
Options:
a) Only specialized research centers
b) Institutions/clusters offering both seamlessly, and in an integrated manner [Correct]
c) Stand-alone vocational centers
d) Private philanthropic organizations
Answer: b

354. Q: The design of legal education must be informed and illuminated with Constitutional values of Justice in which three dimensions?
Options:
a) Educational, Cultural, and Philosophical
b) Social, Economic, and Political [Correct]
c) Global, Local, and National
d) Historical, Modern, and Future
Answer: b

355. Q: What is the term for important vocational knowledge developed in India that will be integrated into vocational education courses?
Options:
a) Vedas
b) Lok Vidya [Correct]
c) Shilpa Shastra
d) Jnana
Answer: b

356. Q: The curriculum framework for adult education will be developed by a new and well-supported constituent body of which organization?
Options:
a) MHRD
b) NCERT [Correct]
c) NTA
d) NIOS
Answer: b

357. Q: How many types of programs, each with clearly defined outcomes, will the curriculum framework for adult education include at least?
Options:
a) Three
b) Five [Correct]
c) Seven
d) Ten
Answer: b

358. Q: Which specific type of training is mentioned for teachers to be effective online educators, since being a good traditional teacher does not guarantee online effectiveness?
Options:
a) Financial management
b) Suitable training and development in pedagogy [Correct]
c) Only high-stakes testing mastery
d) Advanced surgical techniques
Answer: b

359. Q: The new education policy must help re-establish teachers, at all levels, as what type of members of society?
Options:
a) Autonomous decision-makers
b) The most respected and essential members of our society [Correct]
c) Experts in digital technology
d) Financial administrators
Answer: b

360. Q: What is the goal Gross Enrolment Ratio (GER) in preschool to secondary level (age 3-18) targeted for achievement by 2030?
Options:
a) 79.3%
b) 90.9%
c) 100% [Correct]
d) 50%
Answer: c

361. Q: What is the full form of CABE, which will be strengthened and empowered?
Options:
a) Central Association of Board Examiners
b) Central Advisory Board of Education [Correct]
c) Curriculum and Assessment Bureau of Experts
d) Council for Arts, Business, and Environment
Answer: b

362. Q: What is considered fundamental for achieving full human potential, developing an equitable and just society, and promoting national development?
Options:
a) Technology
b) Education [Correct]
c) Wealth distribution
d) Political stability
Answer: b

363. Q: India will have the highest population of young people in the world over the next decade. What will determine the future of the country in this context?
Options:

a) Economic deregulation
b) The ability to provide high-quality educational opportunities to them [Correct]
c) Expansion of the military
d) Global trade agreements
Answer: b

364. Q: What percentage of India's overall Government spending was directed towards education (Economic Survey 2017-18)?
Options:
a) 6%
b) Around 10% [Correct]
c) 4.43%
d) 0.69%
Answer: b

365. Q: What critical global issue mentioned in the source will result in the need for new skilled labor in biology, chemistry, physics, agriculture, climate science, and social science?
Options:
a) Rise of big data
b) Climate change, increasing pollution, and depleting natural resources [Correct]
c) Global financial crises
d) Technological unemployment
Answer: b

366. Q: What are the two core cognitive capacities that education must develop?
Options:
a) Critical thinking and problem solving
b) Literacy and numeracy (Foundational capacities) [Correct]
c) Social and ethical capacities
d) Creativity and innovation
Answer: b

367. Q: What ancient Indian universities set the highest standards of multidisciplinary teaching and research?
Options:
a) Takshashila, Nalanda, Vikramshila, Vallabhi [Correct]
b) Ayodhya and Kashi
c) Pataliputra and Ujjain
d) Kannauj and Dwarka
Answer: a

368. Q: What should the education system produce, as envisaged by the Constitution, for building an equitable, inclusive, and plural society?
Options:
a) Highly specialized technologists
b) Engaged, productive, and contributing citizens [Correct]
c) Global financiers

d) Only professional researchers
Answer: b

369. Q: Which principle emphasizes continuous review of progress based on sustained research and regular assessment by educational experts?
Options:
a) Flexibility
b) Continuous review of progress [Correct]
c) Light but tight regulation
d) Foundational literacy
Answer: b

370. Q: What is the new pedagogical and curricular restructuring of school education covering ages 3-18?
Options:
a) 4+4+4+4
b) 5+3+3+4 [Correct]
c) 6+3+3+4
d) 3+5+4+4
Answer: b

371. Q: What are the three Ministries responsible for the joint planning and implementation of ECCE curriculum, besides MHRD?
Options:
a) Defence, Finance, and Home Affairs
b) Women and Child Development (WCD), Health and Family Welfare (HFW), and Tribal Affairs [Correct]
c) Culture, Sports, and Youth Affairs
d) Science, Technology, and Space
Answer: b

372. Q: How will the ECCE training of Anganwadi workers/teachers be mentored and continuously assessed?
Options:
a) By the local primary school headmaster
b) By the Cluster Resource Centres of the School Education Department holding at least one monthly contact class [Correct]
c) Directly by NCERT
d) Through annual Board examinations
Answer: b

373. Q: What technology platform will host the national repository of high-quality resources on foundational literacy and numeracy?
Options:
a) SWAYAM
b) Digital Infrastructure for Knowledge Sharing (DIKSHA) [Correct]
c) NTA portal
d) Google Classroom (Note: DIKSHA is explicitly mentioned)
Answer: b

374. Q: What specific measure is endorsed to significantly expand public and school libraries and build a culture of reading?
Options:
a) Charging membership fees
b) Establishing digital libraries [Correct]
c) Restricting book genres
d) Hiring specialized librarians only
Answer: b

375. Q: To whom will authority be devolved by the Directorate of School Education (DSE), which will then act as a semi-autonomous unit for effective governance?
Options:
a) Individual teachers
b) The school complex/cluster [Correct]
c) The State Government
d) The SSSA
Answer: b

376. Q: What institution will be responsible for defining the roles and responsibilities of the Board of Governors (BoG) of HEIs through overarching legislation?
Options:
a) The Central Government
b) An overarching legislation that will supersede any contravening provisions of other earlier legislation [Correct]
c) The NHERC
d) The HEGC
Answer: b

377. Q: What is the full form of RCI (in the context of special education)?
Options:
a) Research Council of India
b) Rehabilitation Council of India [Correct]
c) Regional Centers for Innovation
d) Resource Center Integration
Answer: b

378. Q: What is the full form of ODL?
Options:
a) Online Digital Learning
b) Open and Distance Learning [Correct]
c) Open Design Laboratory
d) Optimized Digital Literacy
Answer: b

379. Q: What is the current focus of the assessment system (prior to reforms) that the policy aims to move away from?

Options:
a) Formative assessment for learning
b) Summative assessment that encourages today's 'coaching culture' and rote learning [Correct]
c) Competency-based analysis
d) Holistic development tracking
Answer: b

380. Q: The holistic progress card will include the child's progress in quizzes, role plays, group work, portfolios, and which other two types of learning activities?
Options:
a) Rote assignments and textbook readings
b) Project-based and inquiry-based learning [Correct]
c) Summative assessments and standardized tests
d) Foreign language drills
Answer: b

381. Q: What is the specific goal of the Board Exams being made 'easier'?
Options:
a) To reduce the number of subjects tested
b) To test primarily core capacities/competencies rather than months of coaching and memorization [Correct]
c) To eliminate the need for subject Board Exams entirely
d) To only assess foundational literacy
Answer: b

382. Q: The Directorate of School Education (DSE) will work independently to implement policies regarding educational operations and what other function?
Options:
a) Funding and regulation
b) Provision and operation [Correct]
c) Policymaking and accreditation
d) Research and development
Answer: b

383. Q: What is the overarching legislation that will supersede any contravening provisions of earlier legislation regarding the BoG of HEIs?
Options:
a) The UGC Act
b) Overarching legislation providing for constitution, appointment, modalities of functioning, rules and regulations, and the roles and responsibilities of the BoG [Correct]
c) The NHERC mandate
d) The HECI framework
Answer: b

384. Q: By 2030, all HEIs will plan to become multidisciplinary, and by 2035, the GER in higher education is targeted to increase to what percentage?
Options:

a) 26.3%
b) 40%
c) 50% [Correct]
d) 60%
Answer: c

385. Q: Who will mentor and support its affiliated colleges so that they can develop their capabilities and eventually become autonomous degree-granting colleges?
Options:
a) NHERC
b) Each existing affiliating university [Correct]
c) NCERT
d) The State Government
Answer: b

386. Q: The present complex nomenclature of HEIs in the country (e.g., ‘deemed to be university’, ‘affiliating university’) shall be replaced simply by what term, upon fulfilling criteria?
Options:
a) Autonomous College
b) University [Correct]
c) Research Institution
d) Teaching Institute
Answer: b

387. Q: What organization will provide a reliable base of merit-based but equitable peer-reviewed research funding in all disciplines?
Options:
a) UGC
b) The National Research Foundation (NRF) [Correct]
c) HECI
d) Private industry
Answer: b

388. Q: What concept is considered critical for developing a research mindset in the country, incorporated into the undergraduate curriculum?
Options:
a) Rote memorization
b) Inclusion of research and internships [Correct]
c) Early specialization
d) Mandatory military service
Answer: b

389. Q: What specific area of study will be incorporated into the curriculum for all fresh Ph.D. entrants during their doctoral training period?
Options:
a) Financial accounting
b) Credit-based courses in teaching/education/pedagogy/writing [Correct]

c) Only advanced specialization courses
d) Vocational crafts
Answer: b

390. Q: What initiative will be established to provide short and long-term mentoring/professional support to university/college teachers by outstanding senior/retired faculty?
Options:
a) National Research Foundation (NRF)
b) National Mission for Mentoring [Correct]
c) Central Advisory Board of Education (CABE)
d) Professional Standard Setting Body (PSSB)
Answer: b

391. Q: What specific area of traditional knowledge will be made accessible to students through integration into vocational education courses?
Options:
a) Sanskrit Knowledge Systems
b) Lok Vidya [Correct]
c) Traditional art forms
d) Global literature
Answer: b

392. Q: What are the five specific types of programs defined within the curriculum framework for adult education?
Options:
a) Primary, Secondary, Higher, Vocational, and Research
b) Foundational literacy/numeracy, critical life skills, vocational skills, basic education, and continuing education [Correct]
c) Arts, Sciences, Technology, Philosophy, and History
d) Online, ODL, Blended, In-Class, and Home-Based
Answer: b

393. Q: What mass media will be extensively used for telecast and broadcasts to address the digital divide for the population whose digital access is highly limited?
Options:
a) Smartphones
b) Television, radio, and community radio [Correct]
c) Online MOOCs
d) Virtual Reality tools
Answer: b

394. Q: What new institution will be established to focus on Languages and facilitate translation efforts?
Options:
a) National Institute for Pali, Persian and Prakrit
b) Indian Institute of Translation and Interpretation (IITI) [Correct]
c) Sanskrit Knowledge Systems Research Center
d) The Languages of India Institute

Answer: b

395. Q: What board is recommended to be strengthened and empowered, having a much greater mandate for policy development and review?
Options:
a) NITI Aayog
b) Central Advisory Board of Education (CABE) [Correct]
c) Professional Standard Setting Body (PSSB)
d) National Research Foundation (NRF)
Answer: b

396. Q: The implementation of the policy will be led by various bodies including MHRD, CABE, Union and State Governments, Boards, NTA, the regulatory bodies of school and higher education, NCERT, SCERTs, schools, HEIs, along with what else?
Options:
a) Mandatory financial targets
b) Timelines and a plan for review [Correct]
c) Exclusive private sector control
d) Annual elections for all positions
Answer: b

397. Q: The core principle of implementation ensuring that only a full-fledged implementation, and not a piecemeal one, will ensure that the desired objectives are achieved, is called:
Options:
a) Phased implementation
b) Collaborative implementation
c) Comprehensiveness in implementation [Correct]
d) Prioritization
Answer: c

398. Q: What is the full form of HEGC?
Options:
a) Gross Enrolment Commission
b) Global Education Corporation
c) Higher Education Grants Council [Correct]
d) Government Expert Committee
Answer: c

399. Q: What is the full form of NCVET?
Options:
a) National Committee for Voluntary Education and Training
b) National Council for Vocational Education and Training [Correct]
c) New Central Vocational Education Technology
d) National Center for Virtual Education and Testing
Answer: b

400. Q: What is the full form of GEC?

Options:
a) Gross Enrolment Commission
b) Global Education Corporation
c) General Education Council [Correct]
d) Government Expert Committee
Answer: c

Important Full Forms

Abbreviation	Full Form
ABC	Academic Bank of Credit
AI	Artificial Intelligence
AC	Autonomous degree-granting College
AEC	Adult Education Centre
API	Application Programming Interface
AYUSH	Ayurveda, Yoga and Naturopathy, Unani, Siddha and Homeopathy
B.Ed.	Bachelor of Education
BEO	Block Education Officer
BITE	Block Institute of Teacher Education
BoA	Board of Assessment
BoG	Board of Governors
BRC	Block Resource Centre
B.Voc	Bachelor of Vocational Education
CABE	Central Advisory Board of Education
CBCS	Choice Based Credit System
CBSE	Central Board of Secondary Education
CIET	Central Institute of Educational Technology
CMP	Career Management and Progression
CoA	Council of Architecture
CPD	Continuous Professional Development
CRC	Cluster Resource Centre
CWSN	Children With Special Needs
DAE	Department of Atomic Energy
DBT	Department of Biotechnology
DEO	District Education Officer
DIET	District Institute of Education and Training
DIKSHA	Digital Infrastructure for Knowledge Sharing
DSE	Directorate of School Education
DST	Department of Science and Technology
ECCE	Early Childhood Care and Education
EEC	Eminent Expert Committee
GCED	Global Citizenship Education
GDP	Gross Domestic Product
GEC	General Education Council
GER	Gross Enrolment Ratio
GFR	General Financial Rule
HECI	Higher Education Commission of India
HEGC	Higher Education Grants Council
HEI	Higher Education Institutions
ICAR	Indian Council of Agricultural Research
ICHR	Indian Council of Historical Research
ICMR	Indian Council of Medical Research
ICT	Information and Communication Technology

IDP	Institutional Development Plan
IGNOU	Indira Gandhi National Open University
IIM	Indian Institute of Management
IIT	Indian Institute of Technology
IITI	Indian Institute of Translation and Interpretation
ISL	Indian Sign Language
ITI	Industrial Training Institute
M.Ed.	Master of Education
MBBS	Bachelor of Medicine and Bachelor of Surgery
MERU	Multidisciplinary Education and Research Universities
MHFW	Ministry of Health and Family Welfare
MHRD	Ministry of Human Resource Development
MoE	Ministry of Education
MOOC	Massive Open Online Course
MOU	Memorandum of Understanding
M. Phil	Master of Philosophy
MWCD	Ministry of Women and Child Development
NAC	National Accreditation Council
NAS	National Achievement Survey
NCC	National Cadet Corps
NCERT	National Council of Educational Research and Training
NCF	National Curriculum Framework
NCFSE	National Curriculum Framework for School Education
NCFTE	National Curriculum Framework for Teacher Education
NCIVE	National Committee for the Integration of Vocational Education
NCPFECCE	National Curricular and Pedagogical Framework for Early Childhood Care and Education
NCTE	National Council for Teacher Education
NCVET	National Council for Vocational Education and Training
NETF	National Educational Technology Forum
NGO	Non-Governmental Organization
NHEQF	National Higher Education Qualifications Framework
NHERC	National Higher Education Regulatory Council
NIOS	National Institute of Open Schooling
NIT	National Institute of Technology
NITI	National Institution for Transforming India
NPE	National Policy on Education
NPST	National Professional Standards for Teachers
NRF	National Research Foundation
NSQF	National Skills Qualifications Framework
NSSO	National Sample Survey Office
NTA	National Testing Agency
OBC	Other Backward Classes
ODL	Open and Distance Learning
PARAKH	Performance Assessment, Review and Analysis of Knowledge for Holistic development
PCI	Pharmacy Council of India
PFMS	Public Financial Management System

Ph.D	Doctor of Philosophy
PSSB	Professional Standard Setting Body
PTR	Pupil Teacher Ratio
R&I	Research and Innovation
RCI	Rehabilitation Council of India
RPWD	Rights of Persons with Disabilities
SAS	State Achievement Survey
SC	Scheduled Caste(s)
SCDP	School Complex/Cluster Development Plans
SCERT	State Council of Educational Research and Training
SCF	State Curricular Framework
SCMC	School Complex Management Committee
SDG	Sustainable Development Goal
SDP	School Development Plan
SEDG	Socio-Economically Disadvantaged Group
SEZ	Special Education Zone
SIOS	State Institutes of Open Schooling
SMC	School Management Committee
SQAAF	School Quality Assessment and Accreditation Framework
SSA	Sarva Shiksha Abhiyan
SSS	Simple Standard Sanskrit
SSSA	State School Standards Authority
ST	Scheduled Tribe(s)
STEM	Science, Technology, Engineering, and Mathematics
STS	Sanskrit Through Sanskrit
SWAYAM	Study Webs of Active Learning for Young Aspiring Minds
TEI	Teacher Education Institution
TET	Teacher Eligibility Test
U-DISE	Unified District Information System for Education
UGC	University Grants Commission
UNESCO	United Nations Educational, Scientific and Cultural Organization
UT	Union Territory
VCI	Veterinary Council of India

Source: https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf